

Teachers' Job Satisfaction and Commitment

TEACHERS' JOB SATISFACTION AND COMMITMENT IN GENERAL SECONDARY SCHOOLS OF HADIYA ZONE, IN SOUTHERN NATION NATIONALITY AND PEOPLE OF REGIONAL STATE

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Teachers' Job Satisfaction and Commitment

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Declaration

The researcher here by declares that the thesis on the title, "*Teachers' Job Satisfaction and Commitment in General Secondary Schools of Hadiya Zone in Southern Nation Nationality and People of Regional State*", is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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Abbreviation / Acronyms

CPD: Continuous Professional Development

SNNP: South Nation Nationality and Peoples.

SPSS: Statistical Package for Social Scientists

TAP: Teacher Advancement Program

TAPF: Teacher Advancement Program Foundation

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Abstract

The purpose of this study was to investigate relations of teachers' job satisfactions and commitment in selected general secondary schools of Hadiya Zone. Hence, it examined internal and external factors of teachers' job satisfaction as well as, the levels of teachers' commitments in the selected general secondary schools of Hadiya Zone. To accomplish this purpose, the study employed a concurrent nested research design. A total of 159 individuals have participated in the study. Among them 119 teachers were included through simple random sampling technique. Additionally, 8 general secondary school principals, 16 vice-principals, 8 supervisors and 8 Woreda education office expertise were included through census technique. Questionnaire and interview were the main instruments of data collection. The analysis of the quantitative data was carried out by using percent, mean, standard deviation and Pearson product correlation coefficient. Pearson product correlation coefficient results revealed of teachers' were a significant and positive relationship between teachers' job satisfaction and commitment ($r = .77$, $N = 105$), ($r = .71$, $N = 30$) teachers', and principals, vice principals and supervisors respondents respectively. Higher levels of teachers' job satisfaction were associated with higher levels commitment in the study area. As the mean and standard deviation teachers', and principals, vice-principals and supervisors' revealed that the external factors have more influence than internal factor on teachers' job satisfaction in the study area. The practices of affective, continuance, and normative commitment in the study area are not satisfactory. Based on the findings, it is recommended that general secondary schools, Woreda education and Zone education Department provide necessary equipment and material for general secondary school, give fair incentives and benefit for teachers through building house in rural general secondary schools teachers by mobilizing the community, should supply pure waters, electricity, access of transportation, and giving place to build home in urban areas and furnish the working conditions with refreshment facilities.

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CHAPTER ONE

1. INTRODUCTION

This chapter deals with the main issue of the study comprised the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1 Background of the Study

Education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). As Kousteliou (2001), job satisfaction is a most interesting field for many researchers to study work attitude in workers. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction. Accordingly, Armstrong (2006) job satisfactions as the attitudes and feelings people have about their jobs. For Armstrong, positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

Zembylas, M., and Papanastasiou, E.(2006), viewed teacher job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher. Hongying, (2008) adds, job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers Jyoti & Sharma, (2009). A high teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

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Related to this, Majasan (1995) defined a teacher as, one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. His job goes beyond teaching into molding young lives, guiding youth, motivating students and general character training. A teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in students in the classroom (Ofoegbu, 2004). To realize this, one of the important key to providing education in the schools is teachers. Hence, teachers' play the most decisive position in influencing social and economical development of the students. They are expected to devote themselves professionally, with providing knowledge, skill and attitude.

The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti & Sharma, 2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

Satisfaction with the teaching component has important consequences. It means that the teachers are happy, devoted and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). Teachers', like other employees have moral obligation for over all development of their country. On the way of doing that, they want to be professionally effective and satisfied on their job. As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009).

The availability of competent teachers with the required knowledge, skill and attitude is a key factor for providing of quality of education, yet lack of job satisfaction may affect the

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productivity of even those well qualified and highly skilled directly or indirectly through burnout, absenteeism, apathy and turnover, all of which can lead to a lack of work continuity. Supporting this idea Lussier (1990) indicate, job satisfaction can contribute substantially to the effectiveness of an organization. It contributes to productive output in the form of high quantity and quality products and services, as well as to maintenance objectives of low absenteeism and turnover. Accordingly Shann (2001) describes that teacher satisfaction has been shown to be a predictor of teacher retention, determinates of teacher commitment, and, in turn, a contributor to school effectiveness. Commitment refers to an individual's attraction and attachment to the work and the organization.

It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. It could manifest in terms of three ways i.e., affective, normative and continuance and each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace (Meyer et al, 2002). Fostering commitment among teachers' is important because teachers', who are highly committed stay longer, perform better, actively involved in the work and engage in organizational citizenship behavior.

In addition, the commitment and effectiveness of teachers depend on their motivation, morale and job satisfaction. This implies that teacher job satisfaction and their commitment is an important phenomenon for generally secondary school teachers, their employers and students at large. For the success of any organization, committed and satisfied human resources are considered as the most important assets of an organization.

In contrast to this, teachers less satisfaction on their job makes them to reflect frustration in work environment. Their frustration will be manifested through different conditions. Concerning quality of education, Pigozzi (2008) states, poor qualities frustrate efforts to use education as an effective device for economic growth and development in this age of accelerating globalization.

The non-committed, dissatisfied workers are the biggest danger as it leads to absence of enrichment, fulfillment of schools goals and objectives. According to Mwamwenda (in Badenhurst, George & Louw, 2008), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from

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the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility (Pinder, 2008). Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed. In addition, it seems that one of the prime factors that affect the achievement of educational objectives of students is the scarcity of knowledgeable and committed teachers in schools with required quality and quantity. Shortage of professionally skilled man power and lack of clear knowledge in school teaching systems are the major educational problems nowadays in schools which affect student's achievements (Hargreaves, 2004).

Teachers' opportunities for promotion are also likely to exert an influence on job satisfaction. By supporting this Robbins (1998) maintains that promotion opportunities provide for personal growth, increased responsibility, and increased social status. Limited or lack of opportunities of teachers for promotion affects educational outputs negatively. According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Monetary and other kinds of equitable incentives encourage teachers' job satisfaction. According to Boone and Kuntz (1992), offering employees fair and reasonable compensation, which relates to the input the employee offers the organization, should be the main objective of any compensation system. Included in the category of compensation are such items as medical aid schemes, pension schemes, bonuses, paid leave and travel allowances. Generally, schools will not be operate smoothly and cannot achieve their objectives and goals if the teachers are not satisfy in their job. Therefore, this study attempts to address the relationships between teachers' job satisfaction and their commitment in Hadiya Zone general secondary schools and to suggest strategies in order to minimize dissatisfaction by examines the factors, analyzed the issues, offered conclusions and provided specific recommendations.

1.2 Statement of the Problem

It is obvious that the purpose of any educational system is the preparation of skillful citizens that help for political, social and economic development of the country. These were accomplished when the components of the educational systems are in good conditions. Among several components of the educational system viable, functional and productive maintenance of satisfied,

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committed and motivated teaching force in the system is crucial. If the teachers are not satisfied in their job, their moral would be poor and a lot of damage is happened to the skilled man power supply (Naylor, 1999).

Green (2000) has proposed three theoretical frame works to understand the job satisfaction at the work place: content or needs theories, process theories, and situational models of job satisfaction. All of these frameworks may be useful to a greater or lesser extent to understand the job satisfaction of teachers. To achieve higher level of teachers' job satisfaction, efforts were made to get beyond attractive working conditions and to foster among teachers the fulfillment of those needs associated with the work itself, such as recognition, responsibility and achievement. According to Luthans (1998), if people work in a clean, friendly environment they were find it easier to come to work. If the opposite happen, they find it difficult to accomplish tasks. When needs are not fulfilled an individual may be affected psychologically, morally and economically. In relation to this idea, the social context of work is also likely to have a significant impact on a workers' attitude and behavior (Marks, 1994). If teachers' moral is diversely affected, it is not be easy to expect optimum devotion in their profession. As West and Belington (2001:103) stated, teachers are the most important resources available within the school, therefore, the pattern of and support for teachers' development were the most important determinant of the schools efficiently.

There are ample international and local researches have been conducted in the areas teachers' job satisfaction. These studies come up with different findings. Some argue that teachers are satisfied with their job while others say the opposite. For instance, the result of a survey done in Botswana by Monyatsi (2012) indicates, "teachers are generally satisfied with their jobs" (p.219).

A research done on secondary school teachers in Taiwan reveals that teachers of the target area were satisfied with their job (Abdullah et.al, 2009).They conducted the study by comparing subjects with some variables: gender, qualification, level and age. In their conclusion:

*...the male teachers were generally more satisfied than female teachers.
The graduate teachers were more satisfied than non-graduate teachers.
The higher ranking teachers were more satisfied than the ordinary
teachers while the older teachers were more satisfied than their younger
counterparts (p.11).*

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Beside these other findings reveals that teachers are satisfied in their job with regard to some aspect and dissatisfied with respect to a few aspects. Concerning this, Rawat and Singh (2010) say, "Most of the teachers are satisfied with the behavior of their principal and other colleagues but, majority of teachers' was deprived from basic facilities" (p.188).

As far local studies are concerned, a few were conducted in relation to teachers' job satisfaction. Gedefaw (2012) PhD desertion on job satisfaction of secondary schools teachers' of Addis Ababa. His finding of the study revealed that teachers were significantly dissatisfied with most aspects of their work. The area of dissatisfaction teachers' work factors includes salary, poor benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities, and the poor relationships teachers have with the principals and the parents.

As an experienced teacher in the study area about a decade, the researcher has heard some complaints that made teachers dissatisfied with their job. However, these factors did not revealed by any international and local studies of above mentioned. These include of residences difficult, transfer access problem and other related factors. This strikes a question to the writers' mind. Is teachers' job satisfaction differs from place to place? Therefore, this gap made the researcher to conduct the current study in the target area, Hadiay Zone. So, how does the level of teachers' job satisfaction related with commitment in general secondary school? To adders this purposes, the following research questions have been raised.

1. How is the level of job satisfaction of teachers' relates with teachers' commitment in general secondary schools' of Hadiya Zone?
2. How the internal and external factors influence teachers' job satisfaction in general secondary school of Hadiya Zone?
3. What are the extents of teachers' commitment look like in general secondary schools?

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1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to investigate relations of teachers' job satisfactions and their commitment in general secondary schools of Hadiya Zone.

1.3.2. Specific Objectives

The specific objectives of this study:

- To investigate the relationship between the level of teachers' job satisfaction and their commitment in general secondary schools of Hadiya Zone.
- To examine the level of internal and external factors influence on teachers' job satisfaction.
- To investigate level of teachers' commitments in the current job in general secondary schools of Hadiya Zone.
- To suggest possible recommendations for schools, woreda education offices, zone department that help to enhance teachers' job satisfaction and their commitment in the study area.

1.4. Significance of the Study

The roles of teachers are crucial and important instrument for the transfer of knowledge and skills to students in the schools. By conducting this study, identifying the relation between teachers' job satisfaction and commitment in the selected general secondary school of Hadiya Zone will provide information on which action or measure to be taken to promote teachers' job satisfaction and their commitment. Thus this research:

- helps to create awareness of the factors that affect teachers' job satisfaction for general secondary school leaders, woreda education office and zonal education department experts take actions on the factors that affect teachers' job satisfaction and commitment in general secondary school.
- may serve as input to enhance the teaching and learning process through improving teachers' job satisfaction and their commitments by using finding of this study.

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- may contribute for encouragement teachers' within the schools by initiating schools management and department heads in schools to improve teachers' job satisfaction and their commitment by offering the clear picture of teachers' job satisfaction and their commitment practices for schools.
- may encourage other researchers who have an interest in the related problems that they can use this study as reference material for further studies.

1.5. Delimitations of the Study

The study was geographically delimited to the general secondary schools of Hadiya Zone to make the study more manageable. This study was also delimited only to governmental schools. This study focuses on teachers' job satisfaction and commitment with particular emphases on identifying internal factors such as job, professional development, recognition, achievement, and responsibility and external factors such as promotion opportunity, organizational policy and administration, supervision, teachers' income, work relationship, and working condition factors that affect teachers' job satisfaction and teachers' commitment such as affective, continuance, and normative commitment.

1.6. Limitation of the Study

This study was conducted on general secondary schools teachers of Hadiya Zone. As the concept job satisfactions and commitment in education is broad and takes different forms, it is difficult to evaluate the magnitude of all job satisfaction and commitment due to different forms within short period of time.

1.7. Operational Definition of Terms

External factor of job satisfaction: originate from the individual's environment such as promotion opportunity, organizational policy and administration, supervision, income, work relationship and work conditions; they are associated with job content (Herzberg, F., Maunser et al 1959).

General Secondary school: secondary school that included grades 9 and 10.

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Internal factor of job satisfaction: are factors related with job context or what people actually do in their work such as achievement, recognition, work itself, responsibility and advancement (Herzberg, F., Maunser et al 1959).

Teacher commitment: is the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values (Meyer, J.P and Allen, N.J.1997)

Teachers' job satisfaction: The term job satisfactions refer to the attitude and feelings teachers' have about their work. Positive and favorable attitudes towards the job indicate job satisfaction (Aremstrong. M. 2006).

1.8 Organization of the Study

The research report has five chapters. Chapter one presents the nature of the problem and its background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. Chapter two discusses the key concepts that were used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations. Chapter four deals presentation, analyses and interpretation of the data. Finally, chapter five summarizes the main findings, conclusions and gives recommendations.

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CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the review of the literature concerning factors of teachers' job satisfactions. In order to establish a theoretical framework for the problem, the current state of knowledge related to the study was reviewed from the available literature.

Thus, the main topic and subtopic areas that are critically examined and discussed throughout this chapter are: concepts of job satisfaction, theories of job satisfaction, importance of job satisfaction, teachers' commitment, factor for job satisfaction and other subtopics were presented.

2.1. CONCEPT OF JOB SATISFACTION

Up on reviewing various literatures, it has been found out that many experts have explored in to the subject of job satisfaction and have come out with various kinds' definition of job satisfaction. Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact there is no final definition on what job represents. Therefore before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered different authors have different approaches towards defining job satisfaction. The most commonly mention definitions on job satisfaction are:

Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Anderson (2001) notes that the definition incorporates both cognition (appraisal) and affects (emotional state) thus, Anderson assumes that job satisfaction results from interplay of cognition, and affect, or put differently; thoughts and feelings. Robbins (2005) conforms to Anderson (2001) by defining job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job.

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Job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Hewstone and Stroebe (2001) define job satisfaction as an effective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired. In this regard, performance on the job requires that an individual's expectations and aspirations in terms of reward considerations and fulfillment needs be met. If these needs are fulfilled, employees will be satisfied with the outcome of the job and greater satisfaction would generally motivate employees in performing their tasks more efficiently, thus resulting in an increase in the organization's productivity.

Saiyadain (2007), defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending outcome of the task undertaken. Similar, job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George, J.M. and Jones G.R 2008)

Darboe (2003) defined job satisfaction as the extent to which a staff member has favorable or positive feelings about work or the work environment while Faragher, Cass and Copper (2005) added another dimension; by defining it as being the positive emotional reaction and attitudes individuals have towards their job.

Job satisfaction means pleasurable emotional state of feeling that results from performance of work (Simatwa, 2011). Employees operate at different levels of job satisfaction. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004).

Similarly, Schmidt (2007) observed that job satisfaction refers to an individual's understanding of the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person's comparison of the actual outcomes with those that are desired, anticipated or deserved (Okpara, 2006).

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Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004).

Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein & Nash, 2008).

There are two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job") (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage") (Mueller & Kim, 2008). Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher (Zambylas and Papanastasiou, 2004).

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh: 2006). It is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005:74)

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Finally, as the researcher's view there is still no general agreement regarding what job satisfaction is. Job satisfaction is an important variable because satisfied employees represent public relation between assets for the organization.

2.2. Job Satisfaction and Educational Implication

Green (2000), in his review, concluded that there are three theoretical frameworks of job satisfaction, namely content or needs theories, process theories, and situational models of job satisfaction.

The content or needs theories (Maslow, 1954; Herzberg, 1966) mainly focus on identifying the specific needs (e.g., food, shelter, air, and rest) or values (respect, recognition, and achievement) most favorable to job satisfaction). According to Amos, Pearson, Ristaw, and Ristaw (2008:175), the needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior. Needs theorists attempt to stipulate particular needs that must be satisfied, or the values that must be attained, for an individual to be satisfied with his or her job.

The process theories (Adams, 1965; Vroom, 1964) explain the processes of how behavior is initiated, directed, sustained and stopped (Amos, et al., 2008). The process theories emphasize the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006). They are concerned with the individuals' perceptions of their work environment, and also with the way individuals interpret and understand events (Armstrong, 2006). The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Process theorists, according to Green (2000), argue that overall job satisfaction is determined by the interaction between expectancies, values, and needs.

The third theoretical framework of job satisfaction, the situational models (Glassman, McAfee, and Quarstein, 1992; Durick & Glisson, 1988), assume that the interaction of variables such as job characteristics (e.g., the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (e.g., sex, age, and education) influence job satisfaction (Hoy and Miskel, 1996). According to Glassman, et al. (1992), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organizations try to

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evaluate the situational characteristics (e.g., pay, working conditions and promotional opportunities), before accepting a job. On the other hand, the situational occurrences come into play after the individuals have accepted the job. The situational occurrences can be positive or negative (Glassman, et al., 1992). Examples of positive situational occurrences include making positive remarks for work done well, respecting employees, providing coffee and tea breaks, and giving rewards in the form of praise. Negative situational occurrences include rude remarks by colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman, et al. (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences. According to the theory of situational models, overall job satisfaction can better be predicted from both situational characteristics and situational occurrences, than from either factor alone.

2.2.1. Hierarchy of Need Theory

Abraham Maslow (1954) a well known figure in the area of psychology and psychologist by profession believes that in the quest to fulfill the needs, individuals behave and exhibit in a certain manner. Human gets satisfaction only when their needs are fulfilled. His theory has three assumptions i.e. human needs never ends, when one need is fulfilled, the next hierarchy of needs to be fulfilled as soon as to be satisfied and lastly human needs can be divided into various levels depending on the importance as and when the lastly level of need is fulfilled, the next level needs to be scaled and fulfilled to derive satisfaction.

According to Schermerhorn et al. (2004), Abraham H. Maslow's hierarchical model of human needs can be used to identify the factors affecting job satisfaction. The hierarchy of needs identifies five distinct levels of individual needs. These include physiological, safety, social, esteem and self actualization needs.

Physiological needs according to Schermerhorn et al. (2004) these represent the most basic of all human needs which are the basic biological needs. These include food, water, shelter and clothing: According to Maslow's theory people would first want to have these needs fulfilled before they move on to the next level of needs.

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Safety needs include the need for security, protection and stability in the physical and interpersonal events of day to day life. According to this theory people want to feel safe, secure, and free from fear. In this regard, they need stability, structure, and order. In the workplace, job security and fringe benefits, along with an environment free of violence, fills these needs. The theory reiterates that individuals would want to satisfy safety needs only if their basic biological needs have been satisfied.

Social needs involve the need for love, affection, a sense of belonging in ones' relationships with others. Daft (1997) also explained this need by writing that it involves the need for friends, family, and intimacy for social acceptance and affection from one's peers. In the workplace, this need is satisfied by participation in work groups with good relationships among co-workers and between workers and managers.

Esteem needs according to Robbins (2005), esteem needs include the need for status, recognition and achievement. People want the esteem of others and they want to be regarded as useful, competent, and important. People also desire self-esteem and need a good self image. In the workplace, increased responsibility, high status, and recognition for contributions satisfy these needs.

Self actualization is the highest motivation level according to Maslow's hierarchy of needs. This involves people striving to actualize their full potential, in order to become more of what they are capable of being. They seek to attain self-fulfillment. In the workplace, people satisfy this need by being creative, receiving training, or accepting challenging assignments (Daft, 1997)

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Maslow's hierarchy of needs is shown in the following diagram or figure:

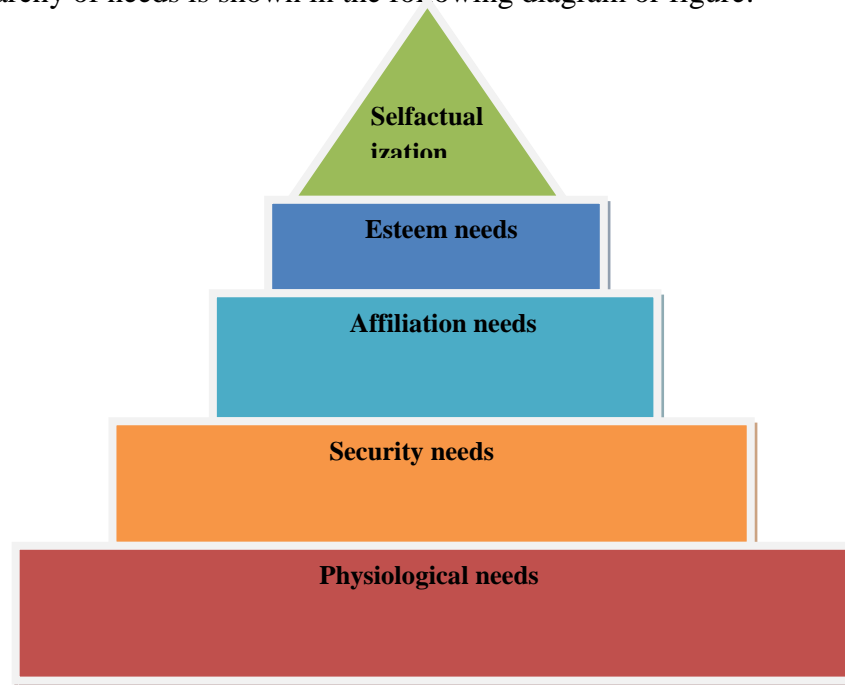


Fig. 1- Maslow's hierarchy of need

Source: Rue, L. W and Byars, L. L. (2000). *Management Skills and Application*. (9th ed.). New york: McGraw-Hill Companies.p.117

Maslow's need hierarchy illustrates Maslow's conception of people satisfying their needs in a specified order from bottom to top that is people are motivated to satisfy the lower needs before they try to satisfy the higher needs. Once a need is satisfied it is no longer a powerful motivator. It is only after the physiological and safety needs are reasonably satisfied do the higher level needs: social, esteem, and self actualization become dominant concern (Bateman and Snell, 2009). Schermerhon et al., (2004) add, that, Maslow assumes that some needs are more important than others and must be satisfied before other needs. The theory states that individuals experience a hierarchy of needs, from lower level to higher level of psychological needs. One has to satisfy the current needs before going to the next level of needs. For example, physiological needs must be satisfied before safety needs can be attended to. Thus the theory assumes that the fulfillment of each need level suggest satisfaction. Using Maslow's theory managers can motivate and ensure job satisfaction in their employees by making sure that each individual need level is satisfied. Satisfaction of such needs can be done through offering suitable rewards. For example, managers can satisfy employee's physiological needs through provision of accommodation and a staff canteen. Similarly, employee security needs can be

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satisfied through ensuring that employees are given salaries, retirement annuity and medical benefits. For social needs managers can ensure employees' job satisfaction by encouraging social interaction amongst employees. Managers can design challenging jobs, delegate responsibility and encourage participation in decision making in order to satisfy employees' esteem needs. The needs for self actualization can be satisfied through the provision of executive training, provision of challenges and encouraging creativity. Managers can also maintain job satisfaction in their employees by making sure that a satisfied need is continually met.

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self actualizations needs (Robinson, 2004).

According to the researcher's view from the theory, the general idea of Maslow's theory is dealing with satisfying the endless wants of teachers' by providing appropriate treatments in different ways.

2.2.2. Herzberg Two- Factor Theory

Herzberg's (1959) two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles. According to Hewstone and Stroebe (2001) Herzberg's two- factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, achievement, personal growth, recognition and, work itself, responsibility. The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices and other working conditions. According to the two- factor theory hygiene factors are the non task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them.

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Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus(Naylor 1999). In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job.

Herzberg's two factor theory is show in the following diagram.

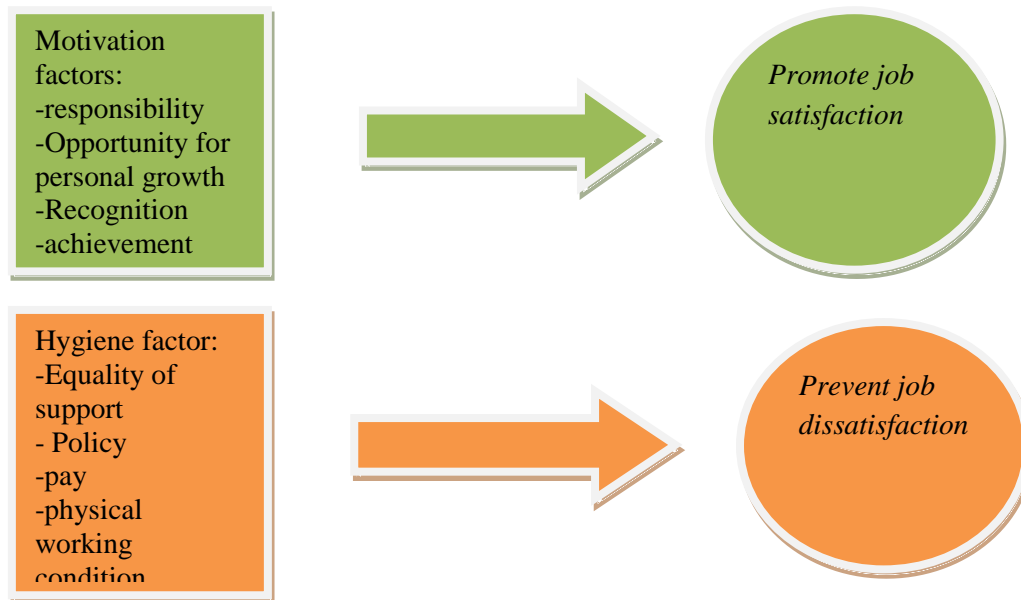


Figure 2-Herzberg's two factor theory

Source: Greenberg and Baron (1993)

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, & Gomez-Mejia, 2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better.

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Akyeampong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person. Herzberg's two-factor theory has been linked to that of Maslow's hierarchy of needs theory. The theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth, Hawley, & Mau, 2008). According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself-if the work is interesting (Amos, et al., 2008). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008).

In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti & Sharma, 2009). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as work itself, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period of time.

Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008; Bogler, 2001; Ellsworth, et al., 2008). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).

With regard to teachers, a teacher who feels that his or her salary is not sufficient, but improving the salary may not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005).

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Mitchell (2001) contends that Herzberg's theory has made important contributions to motivation theory. They further state that Herzberg's theory extends Maslow's ideas and made them more applicable in the workplace. The theory focused its attention on the importance of job centered factors in the motivation of employees. Furthermore, Mitchell (2001) contends that Herzberg's theory gave rise to an increasing interest in job enrichment and restructuring of work.

2.2.3 The Expectancy Theory

The Expectancy Theory was first formulated by Vroom (1964) (Armstrong, 2006; Mullins, 2005; The Certified Accountant, 2008:49). This Theory states that individuals have different sets of goals (outcomes), and can be motivated if they have certain expectations (The Certified Accountant, 2008). From their previous experiences, employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes over others. They then think about what they have to do to be rewarded, and how much the reward means to them, before they do the job (Aswathappa, 2005).

Expectancy Theory, effort arises from performance, motivation, and outcomes. The theory suggests that motivations that lead to job satisfaction is a function of the perceived relationship between an individual's effort and performance, and the outcomes associated with job performance (Vroom, 1964). Making a greater effort was improved job performance. A high level of performance, in turn, will bring a good reward (outcome). When the three variables (effort, performance, and outcome) are high, we expect the motivation and satisfaction to be high. However, effort alone will not necessarily lead to a high performance. There are other variables that prevent a great performance, such as an individual's personality, knowledge, skills, abilities, and experience, or the supervisor's perceptions. Individuals who are under-qualified, or who lack skills and experience, will not be effective in their performance, simply by making a greater effort, for example.

Vroom's Expectancy Theory is referred to as the Valence or the Valence-Instrumentality-Expectancy (VIE) Theory.

Expectancy is the degree of certainty people have that the choice of a particular alternative will indeed lead to a desired outcome (Miner, 2005:98). Individuals choose a particular alternative act

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based on the maximization of desirable outcomes. It is the strength of a person's belief about whether or not a particular job performance is attainable (The Certified Accountant, 2008). Simply put, it is an action-outcome relationship (Vroom, 1964). This relationship is expressed in terms of probabilities. A value of zero indicates that the probability that an action will be followed by an outcome is null, which means that action and outcome are not related. A value of one indicates that the probability that action will be followed by an outcome is high, showing that action and outcome have high relationships. Thus, the greater the expectation of the individuals that they will receive the rewards they value in their job (e.g., opportunities to learn and to develop skills, decent pay, the respect of their colleagues), the higher the probability that they will experience a high level of job satisfaction (Linz, 2003).

Valence is the feeling people have about specific outcomes. It is the anticipated satisfaction from expected outcomes (Mullins, 2005). This feeling about specific outcomes may be positive or negative. If the outcome is positive and rewarding, then the individuals will exert more effort for improved performance.

Instrumentality is the belief that if the individuals do one thing, then it will lead to another (Armstrong, 2006). It is an outcome-outcome relationship. It is a belief of the probability of the first outcome, excellent job performance, attaining the second outcome, reward (Amos et al., 2008). Instrumentality is an individual's conviction that his/her performance will result in the desired outcomes.

The key principle of the Expectancy Theory is the understanding of an individual's goals and the relationship between effort and performance, performance and reward, and reward and the individual's goal satisfaction. People are motivated and satisfied to work toward an outcome (goal) if they believe that their efforts will produce positive results (excellent performance), which is followed by a reward or outcome that is valued (valence), making the effort expended worthwhile.

2.2.4 Adam's Equity Theory

Adams(1963) equity theory explain that individuals has a tendency to compare and contrast between the input the output of the job ,which means that they compare the work load they shouldered and the number of hours they work with the salary benefits ,bonus and other they

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received when the ratio between the input and the output are not equal, humans or the individual tends to be dissatisfied and gives way towards job dissatisfaction. In principle individuals tend to compare among the fellow mates whom they feel are of the same category and on the other hand they experience job satisfaction when the ratio between the input and the output equal and it gives an avenues motivation for the workers or the individual to raise the level of input for better output or maintain the consistence of the job.

As the researchers' understood from the Adam's equity theory the main idea is the balance between the service they provide and the benefit they gain. It mainly deals with comparing and contrasting the burden and benefits of the workers. Teachers consider their salaries fair if the salaries are viewed as equal to those of workers in other organizations. The workers perceive as similar to their own then the motivated performance will also drop to the same value and vice versa. The theories predicts that the job satisfaction derived from both personality and situation variables which depends on fairness of benefit.

2.2.5. Lock's Value Theory

The Theory assumes that behavior is a result of the individuals' conscious goals and intentions (Griffin & Moorhead, 2010). According to Locke, when employees perceive that the goals they set for themselves or are set by the managers, are fulfilling and attainable, their commitment and productivity will increase. This could lead to job satisfaction (Badenhorst, et al., 2008).

Successful attainment of the intended goal creates a pleasurable emotional state (called job satisfaction) on the part of the individual. Exceeding the set goals increases satisfaction (Latham & Locke, 2002). According to them (2002), the more goal-success an employee has attained, the higher his/her job satisfaction. Locke (1969) also indicated that job dissatisfaction is a function of the size of the perceived discrepancy between the intended and the actual performance (Miner, 2005).

Different variables affect the attainment of goal-directed performance. These variables include effort, organizational support, individual abilities and personal traits (Griffin & Moorhead, 2010). In a study of goal-setting, Hansson, Hasanen, and Hellgren (2011), indicated that providing organizational support (through a supervisor), and letting employees participate in setting goals affected job satisfaction positively. Hansson, et al. (2011) also stated that rewarding

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employees for improved performance, giving feedback and recognizing their performance, getting support from their managers, and having low levels of goal-conflict and goal-stress have been found to be positively related to job satisfaction.

If individuals such as teachers feel that they are able to grow and meet their job challenges by pursuing and attaining goals that are important and meaningful to them, they develop a sense of success in the workplace (Latham & Locke, 2006). This leads to job satisfaction.

Lock's (1976) value theory explains that the job is related to the match between the job outcome and the expectation desired by the individual. The value of the job satisfaction becomes higher when the match is closer to the perceived desired outcome, but it is not necessarily the basic needs when it comes to the outcome that individuals value like explained by the Herzberg's theory. It can be anything that is related to the job one desires. The route to this method is the apparent difference between the job and the wants; greater difference comes out with more dissatisfaction and narrowed the gap closer the satisfaction.

2.3 Importance of Job Satisfaction

Job satisfaction is one of the most important workplace attitudes of employees and origination. Reflecting "the congruence between what employees want from their jobs and what employees feel they receive" (Wright and Kim 2004), it is an emotional state that results from the appraisal of one's job experience. Thus, job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior and by reducing costs associated with negative organizational behaviors such as turnover, burnout, apathy, and absenteeism (Harrison et al. 2006; Wright and Davis 2003; Wright and Kim 2004). Moreover, job satisfaction is an important element of employees' mental health and overall well-being. The impact of job satisfaction on happiness and well-being is undeniable. As Smith (2007) argued a job is not only a main source of income, but also an important life domain in other ways. "Work occupies a large part of each worker's day, is one's main source of social standing, helps to define who a person is, and affects one's health both physically and mentally. Because of work's central role in many people's lives, satisfaction with one's job is an important component in overall well-being".

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Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

2.4 Teachers' Commitment

Commitment is defined as a high level of attachment to an organization (Crosswell, 2006). Teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Commitment is one's attitude, including affect, belief, and behavioral intention toward his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational commitment is a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee 2001). Pareek (2004) defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. Commitment is regarded as the opinion that teacher commitment is one of the major professional characteristics that influence an educator's success (Cresswell 2006).

A three-component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the organization. The three components are: Affective commitment, Continuance commitment, and Normative commitment.

Affective Commitment refers to employees' emotional attachment to, identification with, and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicated that affective commitment is influenced by

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factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability.

Affective professional commitment in education refers to teachers' emotional connection to, identification with, and participation in the teaching profession and its objectives in regard to: Motivation of the teacher to identify with and the aspiration not to drop the profession for self interested desires, compliance to teach altruistically and contribute to the success of the teaching profession, and keenness to make special sacrifice do further than regular potential and to tolerate challenging situations (Bagraim, 2003; Ware & Kitsantas, 2007).

Continuance Commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck & Wilson, 2000).

Continuance commitment in education refers to commitment based on the benefits and costs that is related to stay in the profession (Nazari & Emami, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware & Kitsantas, 2007). It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari et al., 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high degree or level of normative commitment feel that they ought to remain with the organization (Meyer and Allen (1997). Internalized normative beliefs of duty and obligation to make individuals obliged to sustain membership in the organization (Allen & Meyer, 1990).

Normative professional commitment in education refers to the feelings of moral responsibility of people to stay in the profession (Allen & Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007). It is the sense of obligation of the professional towards the profession to uphold the value (Maheshwari et al., 2007). The adoption of the goals and values of the school constitutes the

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basis for teachers' commitment to school. Cohen (2003) saw it as one's attitude, which includes affect, belief and behavioral intention toward one's work. Several variables can determine the level of teacher's commitment to school. This includes the interaction between teachers, relationship between teacher and student, the quality of work done by the teachers and the working environment (Celep, 2000).

2.5. Factors for Job Satisfaction

Job satisfaction is a multidimensional phenomenon and it is therefore argued that different scholars identify different job satisfaction factors.

According to Ellickson & Logsdon, (2001), having sufficient work tools, capitals, and teaching opportunities and a reasonable workload all considerably affect a worker's job satisfaction. Other scholars determine job satisfaction on the source of attitude to the work, relationships with member employees, supervision, company strategy and support, salary, promotion and progress (Shah& Jalees, 2004). Luthans (2005) stated that, work, pay, promotion, supervision and coworkers as the major determinants of job satisfaction. Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect (Tella et al., 2007).

According to Kreitner & Kinicki (1998), there are five predominant models of job satisfaction which specify its causes. These are need fulfillment, discrepancy, value attainment, equity and trait / genetic components, which will be briefly reviewed:

Need Fulfillment: Kreitner & Kinicki (1998) suggests that satisfaction is determined by the extent to which the characteristics of a job allow an employee to fulfill his or her needs.

Discrepancy: satisfaction is a result of met expectations. Met expectation is the difference between what a person expects to receive from the job, such as pay and promotional opportunities and what he or she actually receives (Kreitner & Kinicki, 1998). It is noted further that when expectations are greater than what is received, an employee will be dissatisfied. Theories that focus on employees' needs and values include Maslow's hierarchy of needs theory, ERG theory, Two-factor theory and McClelland's needs theory (Aamodt, 2004; Robbins, et al., 2003).

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Value Attainment: “It is the extent to which a job allows fulfillment of one’s work values” (Kreitner & Kinicki, 1998). Locke (1976) as quoted by Cooper & Locke (2000) argued that “individual’s values would determine what satisfied them on the job.” Employees in organizations hold different values systems, therefore based on this theory, their satisfaction levels will also differ. Furthermore, this theory predicts that “discrepancies between what is desired and received are dissatisfying only if the job facet is important to the individual” (Anderson, Ones, Sinangil, & Viswesvaran, 2001).

Equity: This theory proposes that the level of job satisfaction experienced by individuals is related to how fairly they perceive that they are being treated in comparison to others. Employees who find themselves in inequitable situations will experience dissatisfaction and emotional tension that they will be motivated to reduce (Spector, 2000).

Trait / Genetic Components: it tries to explain why certain co-workers appear to be satisfied across a variety of job circumstances and why others always seem dissatisfied.

2.6 Factors Influencing Teachers' Job Satisfaction.

According to Buitendach & De Witte (2005) job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors.

The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999). It is noted that extrinsic and intrinsic factors often work together to influence job satisfaction (Spector, 1997).

2.6.1 Extrinsic Factors of Job Satisfaction

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors will be discussed, namely: organizational policy & administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security, statues and the issue of fairness.

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Organizational Policy and Administration- organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell & Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

Salary- is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma & Bajpai, 2011). In addition incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja & Shukla, 2007). Incentives are useful mechanisms to induce positive attitude and motivate employees. Robins et al. (2003) define pay as the amount of compensation received for a specific job. The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention.

Promotion Opportunities: Kreitner & Kinicki (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. However, Cockcroft (2001) points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfied with the opportunities for promotion. Not all employees wish to be promoted. Therefore individual standards for promotion depend primarily on the employee's personal and career aspirations. It is also possible that individuals might perceive the promotion policy of an organization to be unfair, but since they have no desire to be promoted, they might still be satisfied (Cockcroft, 2001).

Supervision: is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the

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competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school. The supervisor's ability to provide emotional, technical support and guidance with work related tasks forms a pivotal role relating to job satisfaction (Robbins et al., 2003). Supervisors with high relationship behavior strongly impact on job satisfaction (Graham & Messner, 1998).

Work Relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent & Hannum, 2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration.

Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009). Having friendly and supportive colleagues lead to increased job satisfaction because of the work with group serves as a source of support, comfort, advice and assistance to the individual worker. Individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction (Oshagbemi, 2001).

Working Conditions: working conditions is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment. Furthermore, the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the

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organization. Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employees' knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002). Working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005).

Fairness: One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004). Robbins (2005) adds, states that distributive fairness is perceived fairness of the actual decisions made in an organization. This implies that when employees perceive that decisions are made in a fair manner, they are likely to express satisfaction with their jobs.

Job security- Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011). When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations.

Status- as free dictionary defines status is the position of an individual in relation to another or others, especially in regard to social or professional standing. It is the signs, symbols or all that goes with holding a position within the organization.

2.6.2 Intrinsic Factors of Job Satisfaction

Intrinsic factors is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being

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treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007). Intrinsic satisfaction is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward. Those intrinsic factors were derived from:

Achievement: This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.

Recognition: In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. Towards this Ahuja & Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

Challenging Work: It is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction (Schermerhorn et al., 2011). In general it is the actual content of the job and its positive or negative effect upon the employee whether the job is

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characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

Responsibility: means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision. This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Advancement: The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF). Therefore, intrinsic motivation increases the individuals' job satisfaction as well as the organization bargaining power.

Growth and Development- Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed & Asghar, 2012). Other scholar describes training as the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2006). In addition, staff development refers to the development of supporting, technical and professional staff in organizations, in which such staff form a large proportion of those employed (Collin, 2001).

Scholars believe that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. As Saeed and Asghar (2012)

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pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results. Thus, an organization should identify employees training need and tried to run the program by collaborating with necessary stakeholders.

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Mixed research approaches; especially concurrent nested type of mixed approaches was employed to conduct the study. Conceptually, a concurrent nested approach can give priority to one of the methods while another is embedded strategy (Creswell, 2002). Thus, in this research the quantitative approaches embed the qualitative one to descriptive the current practices of teachers' job satisfaction and their commitment in the study area. The rationale for using multiple approaches to conduct this study is to capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It is also "practical" in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2002). Therefore, this concurrent nested approach is more convenient to get in-depth data on the teachers' job satisfaction and commitment in general secondary school of Hadiy Zone.

3.2 Research Method

Method is a style of conducting a research work, which is determined by the nature of the problem. Thus, both quantitative and qualitative methods were employed to investigate the level of teachers' job satisfaction and their commitment in general secondary schools of Hadiya Zone.

3.3 Sources of Data

The sources of data in this study were both primary and secondary sources. Primary data was obtained from woreda education office expertise, teachers, principals and supervisors. Because, these responsible bodies who are currently leading the teaching learning operations can reflect teachers' job satisfaction and their commitment conditions from their practical experiences rather than other bodies. Whereas information was also collected from document review of statistical record and written as a sources of information from secondary sources.

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3.4 The Study Site

The site of study Hadiya Zone has 26 governmental general secondary schools. Geographically, Hadiya Zone is one of the 14 Zones and 4 Special Woredas of the SNNPR of Ethiopia. Its capital city, Hossana, is 230 km away from Addis Ababa, the capital city of Ethiopia. It is also 168 km and 200 km away from the capital city of the SNNPR Hawassa through Angacha and Durame, respectively. Hadiya Zone is bordered in the South by Kembata Tembaro Zone and Alaba Special Woreda, on the West by the Omo River which separates it from Oromiya Region State and the Yem Special Woreda, in the North by Gurage and Silite Zones, and in the East by the Oromiya Region State with an estimated area of 346958.14 hectares. Hadiya Zone has 11 woredas, namely, Soro, Lemo, Ana-lemo, Shashogo, East Badawacho, West Badawacho, Duna, Gombora, Misha, Gibe, and Hossana Town Administration. Based on the statistical report of the 2007 population and housing census results. Hadiya Zone has a total population of 1243776, of whom 625531 were men and 618245 were women (CSA, 2007). This impels that male to female ratio is almost equal (see map of study area appendix E).

3.5 Target Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008, p.130). Therefore, the target population this research are all teachers in 26 general secondary schools of Hadiya Zone; specifically, general secondary school teachers (861), principals (26), vice principals (58), secondary school supervisors (11) and Woreda education office teachers, principals and supervisors development coordinator (11), a total of 967.

3.6 Sample Size and Sampling Techniques

Hadiya Zone has 11 woredas. The researcher put them in to 4 clusters based on their geographic location i.e North, South, West, and East. Among them the researcher selected three clusters (North, South, and West) by using stratified sampling technique. Due to, handle study more manageable with in time and budget. The three clusters contain eight woredas. The total number general secondary schools in the eight woredas are 17. Out of 17 governmental general secondary schools (9-10) 8 schools were selected by simple random sampling technique. Accordingly, Kosha, Duna, Soda, Heto, Fonko, Shurmo, Geja, and Bushana were included.

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Then, from total numbers of teachers in the selected secondary schools, 238 (100%) out of 119 (50%) teachers were randomly selected on the proportionality of numbers on the base that the researcher assumes they are relevant source of data for the study. Correspondingly, 8 (100%) principals, 8 (100%) secondary school supervisor and 16 (100%) vice principals were included by using census because as the researcher deem they are relevant bodies to provide appropriate information for the study due to their high intimacy with teachers in their day to day activities. Besides, 8 (100%) woreda education office teachers, principals and supervisors development coordinator were selected by using census for detail information in target areas of studies. The researcher believes that they are responsible bodies to what extent teachers are satisfied and committed and they have ample data from each selected schools.

The sample size for teacher respondents from each school was determined by using their proportionality of numbers in the schools. This is for the sampling to be representative of the population, and possible to involve respondents from all sample school in equal percentage. Generally the total respondent of this study was 159.

Table i: Sample school included in the study with their respective Woreda and number of teachers:

No	Name of general secondary schools	Woreda/town administration	Teachers	
			Population	sample
1.	Bushana	Gomibora	30	15(50%)
2.	Kosha	Soro	24	12(50%)
3.	Foniko	Anilemo	28	14(50%)
4.	Geja	Misha	24	12(50%)
5.	Heto	H. Admin	59	29(48.6%)
6.	Duna	Duna	27	14(51.9)
7.	Shurimo	Lemo	20	10(50%)
8.	Soda	Homacho	26	13(50%)
Total			238	119(50.06%)

Based on this, the population, samples and sampling techniques was summarized as follows.

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Table ii. Samples and sampling techniques

No	Participants	Total population	Samples	Sampling techniques
1	Teachers	238	119(50.06%)	Simple random sampling (lottery system)
2	Principals	8	8(100%)	census
3	Supervisors	8	8(100%)	census
4	Vice principals	16	16(100%)	census
5	Woreda education office of principal, teacher& supervisor dev't coordinator.	8	8(100%)	census
	Total	278	159	

3.7 Instrument of Data Collection

For this study, questionnaires, interviews, and document analysis were used as instrument of data collection.

3.7.1 Questionnaires

Questionnaire with both closed and open items was employed to collect quantitative and qualitative data from teachers and principals, vice-principals and supervisors. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. The questionnaire was prepared in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that were incorporated in the questionnaires.

The questionnaires were dispatch and collected through the assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors were properly oriented about the data collection procedures by researcher. In addition to this, follow up was kept by the researcher.

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The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, level qualification, length of service and location of school. The second and the largest part contain the whole number of both closed and open-ended question items that address the basic questions of the study. The closed ended items were prepared by using likert scales model by which the researcher has the chance to get a greater uniformity of responses of the respondents that was helpful to make it easy to be processed. The value of the scale was in between one and five. But the type of likert varied according to the type of questions. In addition to this, few open ended type of questions were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to teachers job satisfaction and commitment.

3.7.2 Interviews

Unstructured interview was employed to get the detail information from 8 woreda education office expertise of teachers, principals and supervisors development coordinators was included in the study because, they are more related to problem. Thus, the purpose of the interview is to collect more supplementary data by providing them the opportunity to their opinion, feeling freely, and allow the researcher to use the idea that contrast with the questionnaires or to triangulate the questionnaire response.

3.7.3 Document Analysis

The researcher got the opportunity to see the statistical data of turnover, absenteeism' from schools', tutorial providing rates for different level learners', job leaving rates of teachers' and related issues from general secondary schools woreda education office as well as zone education office.

3.8 Procedure of Data Collection

To answer the research questions raised, the researcher has gone through series of data gathering procedures. The researcher received the authorized official cooperation letters from Jimma University and Education Department of Hadiya Zone, for ethical clearance, the researcher has introduced his objectives and a purpose of the study for participates. Then, gathered trustworthy data by from respondents' questionnaires, and interviews. The researcher administered questionnaires to 119 teachers, 8 principals, 8 supervisors 16 vice principals. The interviews

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were administered for 8 woreda education office expertise of teachers, principals and supervisors development coordinators. Finally, the researcher was collects all the data from the participants to resume the research work.

3.9 Validity and Reliability checks

Validity means that correct procedures applied to find answers to a question. To achieve the validity in the instruments of data collection, the instruments which are initially prepared in English language, and checked by advisor in order to comment the extent to which the items are appropriate in securing relevant information to the research. As discussed above, all the items that were develop to address the research questions under investigation made to maintain validity of the instruments of the study. Best and Kahn (2002:166) describe that the items of the instrument should represent a significant aspect of the purpose of the investigation. Content validation was established by cross-referencing the content of the instruments to those elements contained in the basic research questions. That is, the items construct was in line with the answer to the research questions. Content validity addressed to what extent the appropriate content is representing in questionnaires and interview guide items. Validity looks at whether the instrument measures what it is intend to measure and whether the instrument draw accurate information. The researcher made change or replaces the construction of some items in the questionnaires and interview guide based on the consultation of the after feedback received from advisor. The main issue of reliability is addressing the consistency of the instruments in relation to what they intend to measure. Accordingly, the basic idea of reliability is summarized up by the word consistency. The researcher adopted different standardized measurements scale of teachers' job satisfaction and commitment

3.10 Method of Data Analysis

The collected data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires, interviews, and document analysis. The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The data collected from teachers, principals, vice principals, and supervisors through questionnaire (the quantitative one) was processed and analyzed using Statistical Package for Social Science (SPSS) version 20 likes tools percentage, mean, standard

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deviation, and Pearson product correlation coefficient used to analyze the data. The output of the data was presented appropriately depending on the respondents' response. The end result was presented in written form and in the form of table. This is made possible owing to descriptive statistics that was appropriately used for the understanding the main characteristics of the research problems. Percentage was computed to analyze the background information of the respondents.

On the other hand, the data that was obtained from open items, interviews and document analysis was analyzed qualitatively by transcribing respondent's ideas and views through narrations, descriptions and discussions. Thus, analysis of data was easier through transcribing and coding data.

Finally data presentation, analysis, and interpretation, and conclusions and recommendations drawn used by analyzed data out come.

3.11 Ethical Consideration

Ethical consideration plays an important role during data collection time. Researcher was aware and follows the ethical consideration related to the studies. Furthermore, the first page of the questionnaires displays an opening introductory letter that requesting the respondents' cooperation to provide requires information for the study. They are assured that the information they provide was kept confidential. To data collections from study participants, all potential study participants informed about the procedure that was used in the study; the researcher explains the objectives and significance of the study to the respondents. To ensure this, the researcher removes the respondents' information that requires identification of names and other identity. During the data collection and any activities that matter to the research, the researcher was made positive interaction with respondent.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter of the thesis deals with presentation, analysis and interpretation of the data. In the study, different groups of people were included to obtain the necessary information. The groups that are included in the study were teachers, principals, vice-principals, and supervisor, and woreda expertise of teachers, principals, and supervisors' developments coordinators'. Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and unstructured interview and the summary of the quantitative data has been presented by the use of tables and various statistical tools. Similarly, the qualitative data were organized according to the themes, analyzed and used to strengthen or to elaborate quantitative one. Because the research design is concurrent nested mixed research design, thus the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

In this study, the main sources of data were 8 general secondary school principals, 16 vice-principal, 119 teachers, and 8 supervisor and. In addition to this, interviews were conducted with eight worade teachers, principals, and supervisors' development coordinators'. A total of 151 questionnaires were distributed but properly filled and returned were 135(89%). From these respondents 105 (78%) were teachers, 30 (22%) were principals, vice-principals, and supervisor. Among 8 interview respondents 8 (100%) have properly participated and gave necessary information on the issue under investigation.

In general 135 out of 151 or (89%) of respondents participated and gave necessary information on the issue raised through questionnaire and 8 (100%) of respondents unstructured interview were participated. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

The overall results of the issue investigated as well as respondent's personal background or profiles are presented below.

4.1 Description of the Demographic Characteristics'

The study was conducted from October to June, 2014 G.C in general secondary high school of Hadiya Zone SNNPR of Ethiopia. During study time different respondents' were participated

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and interviewed to know the relation between teacher job satisfaction and commitment in the study area. As table 1 below which indicates the relationship between socio demographic characteristics of participates and job satisfaction and commitment.

4.1.1 Demographic Characteristics of Respondents.

Demographic relationship of the respondents' sex and teachers' job satisfaction and their commitment in the study area as data indicates that, out of 105 teachers 88 (83.8%) are male and 17 (16.2%) are female (see appendixes D). It shows that majority of teachers in general secondary schools of Hadiya Zone have male. In terms of age the data indicates, 23(21.9%), 49 (46.7%), 16 (15.2%), and 17 (16.2%) of teachers are in the age 25 and below, 26-30, 31-35, and 36 & above respectively (see appendix D). This confirms that majority of teachers in Hadiya Zone are under the age 30 years old. As the data indicates 2 (1.9%), 103 (98.1%) of teachers have the diploma and degree holder in the above respectively (see appendix D). As the result reveals, mass of teachers were first degree holder in Hadiya Zone general secondary school. As the data indicates 5(4.8%), 41(39.0%), 35(33.3%), 9(8.6%), and 21above 5(4.8) of teachers have the service of below 1, 1-5, 6-10, 11-15, 16-20 and 21 and above respectively (see appendix D). As the data indicates 51(48.6%), and 54(51.4%) of teachers have rural and urban respectively (see appendix D).

4.2 Relationship between Teachers' Job Satisfaction and Commitment on current job.

This section includes the analysis of data related to teachers' job satisfaction and commitment. To investigate the relationship between job satisfaction and commitment Pearson product correlation coefficient used. The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation

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coefficient is computed for the purpose of determining the relationships between teachers' job satisfaction and commitment in general secondary schools.

Therefore, to answer the first basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between teachers' job satisfaction and their commitment in general school of Hadiya Zone present below table. The following result indicates that teachers' respondents' shows relations between teachers' job satisfaction and commitment on general secondary high school of Hadiy Zone.

Table 1: Relations of teachers' job satisfaction and commitment

Correlations

Variables relationship		job satisfaction	Commitment
job satisfaction	Pearson Correlation	1	.774**
	Sig. (2-tailed)		.000
	N	105	105
Commitment	Pearson Correlation	.774**	1
	Sig. (2-tailed)	.000	
	N	105	105

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation analysis was conducted to examine whether there is a relationship between teachers' job satisfaction with their commitment in general secondary school of Hadiy Zone. The results revealed of teachers' were a significant and positive relationship between teachers' job satisfaction and commitment ($r = .77$, $N = 105$). The high level of teachers' job satisfaction associated with high level of teachers' commitments and the low level of teachers' job satisfaction associated with teachers' low level of commitments in the study area.

Furthers more teachers' job satisfaction and commitment on current job, were rated revealed indicates that 12 out of 105 (11.5%) satisfied and committed on current job, 18 out of 105 (17.1%) were medium, and 75 out of 105 (71.4%) were not satisfied and committed on current job. This show that mass of teachers' were not satisfied and committed in current job. The

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interview result indicates that teacher' job satisfaction and commitment have strong relation in job. More satisfied teachers' are more committed than less satisfied teachers' in the job. The current satisfaction of teachers' on the job is low because of poor facilities of educational equipments and necessary material for teaching learning in the schools, low benefits of teachers, transportation problems in rural high school, low access of transfer of teachers from one school to other school, housing related problem, and lack of good relation between teachers' and principals' are major cause for low satisfaction of teachers'. These low teachers' job satisfaction and commitment of on the job is negatively influence on the school goal and objectives. Therefore, teachers' job satisfaction and commitment are positive and significance relation in the study area. Scott (2004) stated that, employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity. Mass of teachers' were not satisfied and committed in the current job in the stud area.

Table below indicate principals, vice-principals and supervisors' respondents' shows relationships between teachers' job satisfaction and commitment on general secondary schools of Hadiy Zone.

Table 2: Relations of teachers' job satisfaction and commitment.

Correlations

Variables relationship		job satisfaction	Commitment
job satisfaction	Pearson Correlation	1	.712**
	Sig. (2-tailed)		.000
	N	30	30
Commitment	Pearson Correlation	.712**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

The results revealed by principals, vice principals and supervisors were also significant and positive relationship between teachers' job satisfaction and commitment ($r = .71$, $N = 30$). The correlation was strong and positive relationship in both teachers' and principals, vice principals

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and supervisors respondents. Higher levels of teachers' job satisfaction were associated with higher levels commitment in the study area (see above table). Furthermore, the principals, vice-principals and supervisor rat revealed indicates that 29 out of 30 (97.7 %) of teachers' is not satisfied and committed on the current job and 1 out of 30 (3.3%) were medium satisfaction on current job. This show that large numbers of teachers' were not satisfied and committed on the current job in the study area. This is shows that big obstacle to achieve educational goal and objective in the study area. Therefore, without teachers' job satisfaction and commitment effectively achieving of educational goal and objective become challenging in the study area. (Ofoegbu 2004) stated that, teachers are happy, devoted and committed, and in job are helps them to bring their best qualities to their schools, students, parents, and the society may benefit from their services

4.3. Internal Factor of Teachers' Job Satisfaction.

4.3.1 The Practice of Teachers' Job Satisfaction on the Job.

This section includes the analysis of data obtained from teachers, and principals, vice-principals and supervisors on internal job satisfaction. To answer the second basic research questions. The levels of teachers' job satisfaction on internal factor questions were presented in the questionnaire to be responded by teachers and principals, vice-principals and supervisors in the following tables. For the purpose of analysis, the responds were rated as ; $\leq 1.49 = \textit{Strongly Disagree}$, $1.5 - 2.49 = \textit{Disagree}$, $2.5 - 3.49 = \textit{Undecided}$, $3.5 - 4.49 = \textit{Agree}$, $\geq 4.5 = \textit{Strongly agree}$.

To obtain the teachers level of satisfaction on their job in the school, a list of questions were administered. Table-3 below presents the overall mean and standard deviation of the teachers responses and principals, vice-principals and supervisors.

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No	Teachers' and principals, vice-principals and supervisors respondents		Respondents means and SD		
			N	Mean	SD
	Item for Teachers (n=105)	Item for principal, vice-principal and supervisor(n=30)			
1	I am satisfied to become a teacher	Teachers' are satisfied to become a teachers'.	105 30	3.03 2.63	1.411 1.098
2	I enjoy in my work.	Teachers' enjoy in their work	105 30	3.03 2.17	1.397 .950
3	Teaching provides me with opportunity to use all my skills and knowledge	Teaching provides teachers opportunity to use all skill and knowledge.	105 30	3.67 3.97	1.328 .809
4	I am prefers to continue with teaching profession.	Teachers prefer to continue with teaching profession	105 30	2.34 2.13	1.125 1.137
5	Teaching profession is challenging job for me.	Teaching profession is challenging job for teachers'.	105 30	3.37 4.17	1.129 .699
6	I am interested to provide enough tutorial for different level student	Teachers are interested to provide enough tutorial for different level student	105 30	3.43 1.90	1.216 .607
7	There is fair distribution of work load in teaching.	There is fair distribution of work load in for teachers'.	105 30	2.76 2.57	1.341 1.251
	Overall score teachers'		105	3.09	1.27
	Overall score principal, vice-principal& supervisor		30	2.79	0.93

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As the overall mean score of teachers' 3.09 with a standard deviation of 1.27 indicates, the teachers' level of satisfaction towards their job is in the level of undecided. Overall score of principals, vice-principals and supervisors' 1.79 with standard deviation of 0.93 also indicates,

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the teachers' level satisfaction towards their job is in the level of undecided. As the value of standard deviation show, the variation of principals, vice-principals, and supervisor from mean score. Item 2, 4, and 7 of teachers' mean is below from overalls mean score of teachers'. Item 1, 2, 4, 6, and 7 of principals, vice-principals and supervisors mean is below from overalls mean score of principals, vice-principals and supervisors. This shows that majority of teachers' were not prefer to continued with teaching profession and work load distribution in the school were not fairly distributed. The woreda education office teachers, principals, vice-principals and supervisors development coordinates interview result on 11/ 08/ 06 E.C also indicates that:

Some teachers are satisfied with opportunity to use their skill and knowledge in the job and some teachers not satisfied due to lack of equipment and necessary material to use their skill and knowledge in practice in the school. Mass of fresh teachers is not interested to continue with teaching profession but, most of experienced teachers prefer to continue with teaching professions.

In addition to this, data from document shows, large number of teachers leavening teaching profession. The data of document revealed that teachers' are leaving their job to go other countries especially South Africa, and for private works. Mass of teachers' was not interested to provide properly tutorial for different level student at general secondary school of Hadiya Zone. Therefore, lack of interest of teachers to continue with teaching profession and lack of sufficient equipment and necessary material block them from doing more. Low satisfaction of teachers' may show lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly satisfied work force.

4.3.1 Teachers' Job Satisfaction on the Professional Development.

To assess the practice of growth and development in general secondary schools, the following questions administer to teachers, and principal, vice-principal and supervisor.

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Table: 4 Teachers' job satisfaction on the professional development.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	Provision of job related workshops enhance my academic performance.	Provision of job related workshops enhance teachers’ academic performance	105	3.77	1.137
			30	3.97	.850
2	Availability of opportunity to attend workshops outside the school increased my knowledge.	Availability of opportunity to attend workshops outside the school increased teachers’ knowledge	105	1.90	.597
			30	2.07	1.015
3	Provision of in-service training with in school on various issues enhances my knowledge.	Provision of in-service training with in school on various issues enhances teachers’ knowledge.	105	2.66	1.216
			30	2.23	.858
4	I am satisfied with availability of further professional development opportunity.	Teachers’ are satisfied with availability of further professional development opportunity	105	2.08	.840
			30	1.80	.761
5	I am satisfied with provision of school wide experience sharing with model schools.	Teachers’ satisfied with provision of school wide experience sharing with model schools.	105	2.36	1.170
			30	2.43	1.357
	Overall teachers’ score		105	2.55	0.99
	Overall principals, vice-principals & supervisor’ score		30	2.5	0.96

Scales; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided,

$3.5 - 4.49$ = Agree, ≥ 4.5 = Strongly agree.

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As table 4 above indicates, the teachers' response on the teachers' satisfaction on the professional development activities is undecided with a mean value 2.55 and a standard deviation of 0.99. The mean value of item 2, 4, and 5 of Table 3 are below the overall mean score. Furthermore, the rate of scale for professional development strategies and accessibility of teachers' respondents were 97 out of 105 (92.4%) rate poor, 2 out of 105 (1.9%) not decides, and only 6 out of 105 (5.8%) rate well. The overall score principals, vice-principals & supervisors' score of mean are 2.5 with standard deviation of 0.96. The mean value of item 2, 4, 3, and 5 are below overall mean score. Furthermore, the rate of scale for professional development strategies and accessibility of principals, vice-principals, and supervisor' were 26 out of 30 (87%) rate poor, and only 4 out of 30 (13%) rates well. This shows that they practices of professional development strategies and accessible in the study area are not satisfied teachers' on the job. Therefore, poor professional development accessibility for teachers' may reduce ability in the job. The woreda education office teachers, principals, vice-principals and supervisors development coordinates interview result on 12/ 08/ 06 E.C also indicates that:

Trainings on various issues are given rarely due to a number of limitations such as budget, and teachers are not interested to be free to participate with issues organized by Woreda experts. Experiences sharing with model school and within schools are low, furthers education opportunity for first degree holders to second degree were also in regular programs is limited.

In addition to this, data from document analysis show, even if most of teachers as well as general schools have training and development plan within school level in the form of CPD but, its implementation is not effective. Simply teachers and schools prepared their plan for the matter of planning, but not facilitate and monitor its implementation. The teachers' have little opportunity for training, experience sharing with other model schools, and professional development (second degree) or advancement. Therefore, provision of job related training and development, experience sharing and workshop enhance academic performance of teachers and able to give better results. As Saeed and Asghar (2012), pinpoint training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee.

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4.3.3. Recognitions of Teachers' on the Job.

Recognizing the good performance of teachers has strong effect on their productivity as well as organizations effectiveness. The recognition items which have five likert scales are distributed to teachers and principals, vice-principals and supervisors. The result presents in the Table below.

Table: 5 Recognitions of teachers' on the job.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for Principal, vice-principal and supervisor (n=30)			
1	In my school I am recognized for a job well done.	Teachers are recognized for their job well done in the schools.	105	2.26	.866
			30	1.90	.759
2	The way I get full praise for the work I do.	The way teachers get full praise for the work.	105	2.44	.909
			30	2.03	.765
3	I get enough recognition from education leaders.	Teachers get enough recognition from education leaders.	105	2.21	.874
			30	2.03	.765
4	I get enough recognition from my immediate supervisor for my work.	Teachers get enough recognition from immediate supervisor for their work.	105	2.11	.812
			30	2.17	.834
5	The recognition given in the school is fairly assesses my work.	The recognition given in the school is fairly assesses teachers’ work.	105	2.59	1.158
			30	1.90	.403
	Overall score teachers’ Overall score of principals, vice-principals, & supervisors.		105	2.32	0.92
			30	2.00	0.70

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$$3.5 - 4.49 = \textit{Agree}, \quad \geq 4.5 = \textit{Strongly agree}.$$

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Table-5 above indicates that, teachers are disagrees with the activities which are undergoing to recognize their achievement in the school. The mean value of teachers' is 2.32 with a standard deviation of 0.92 and the mean vale of principals, vice-principals, and supervisor is also 2.00 with standard deviation of 0.70. This shows the insufficient recognition of teachers in general secondary school. This indicates the levels of recognition are not satisfied teachers in the current job in the study area. The woreda education office teachers, principals, vice-principals and supervisors development coordinates interview result on 13/ 08/ 06 E.C also indicates that:

Recognize of teachers' with their effort in the school is low because the poor performance of student result, lack of timely support from supervisor, and low level of educational expiries to motivate teachers with their performance level, and low capacity of principals to fairly assess and rewards teachers' in their level of efforts limits recognition of teachers'.

To conclude, the practice of recognition for teachers in general secondary school is low; it may hinder their level of job satisfaction on the job'. Besides, it hinders them from using their full efforts in realizing the expected school goals as well as quality education.

4.3.4. Teachers Work Achievement

To obtain the teachers work achievement and satisfaction on their work achievement in the school, a list of questions are administered. Table-11 below presents the overall mean and standard deviation of the teachers' and principals, vice-principals and supervisors response.

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Table 6: Teachers' work achievement on the job.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	I feel satisfied with my professional ability to perform my job.	Teachers satisfied with professional ability to perform their job.	105	2.43	1.134
			30	2.60	1.248
2	Received academic rewards from school is increased my job satisfaction.	Received academic rewards from school are increased teachers job satisfaction.	105	2.56	1.100
			30	1.87	.819
3	My accomplishments of task are similar with the schedule of school.	The chance to do work in the school is appropriate to teachers’ ability.	105	2.40	.977
			30	2.57	1.194
4	I am satisfied with the successes gained by students.	Teachers are satisfied with students’ successes.	105	2.40	1.097
			30	1.87	.629
	Overall teachers score		105	2.44	1.07
	Overall principals, vice-principal & supervisors		30	2.22	0.97

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As the overall mean score of teachers' is 2.44 with a standard deviation of 1.07 and also overall score of principals, vice-principals and supervisor mean is 2.22 with standard deviation of 0.97 indicates, the teachers' achievement towards their job is in the level of disagreements. As the value (1.07) and (0.97) of standard deviation shows, the variation of teachers' and principals, vice-principals and supervisor response from the mean score respectively. This shows that the level of achievement of teachers is not satisfied teachers in the study area. The worda education

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office teachers, principals, vice-principals and supervisors development coordinates interview result on 13/ 08/ 06 E.C also indicates that:

Sometimes teachers are angry due to negative attitudes of some student and low achievement in their respective subject, inadequate material and equipment enforced teachers' to minimize their skill and knowledge in practice. Most of teachers' are plan their task in the schools but in the implementation of task according to their plan is low because of teachers' are lack of ownerships of their plan, low morale and lack of timely support on the jobs from educational expert.

Negative attitudes and poor achievements of students, inadequate material and equipment low level moral are reduced satisfaction of teachers' in the study area in achievement towards their job. Therefore, to increases academic performance student necessary equipment and material are important with practical implementation. Teachers play important role in the achievement of schools goals and objectives. Correnti, Miller & Rowan, (2002); Jyoti & Sharma, (2009) stated that, teachers' specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement.

4.3.5 Teachers Work Responsibility

To measure the teachers feeling on having responsibility to their work in the school a list of questions are administered. Table-12 below presents the overall mean and standard deviation of the teachers' and principals, vice-principals and supervisors response.

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Table 7: Teachers' work responsibility on job.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	I am comfortable with appropriate execution of professional responsibility.	Teachers are comfortable with appropriate execution of professional responsibility.	105	3.35	1.177
			30	2.17	1.053
2	I am satisfied with autonomy I have in making decisions about my daily tasks.	Teachers’ satisfied with autonomy in the making decisions about daily tasks.	105	3.46	1.241
			30	2.50	1.280
3	Responsible to raise the awareness of the community.	Teachers are responsible to raise the awareness of the community.	105	3.35	1.344
			30	2.43	1.223
4	Freedom to use your judgment for effective work.	Teachers have freedom to use their own judgment for effective work.	105	3.05	1.340
			30	2.63	1.351
5	I feel comfortable with my present level of responsibility in my job.	Teachers’ are comfortable with present level of responsibility in their job.	105	3.09	1.272
			30	2.33	1.213
6	I am satisfied with my perceived level of professional autonomy.	Teachers’ satisfied with perceived level of professional autonomy.	105	2.87	1.323
			30	2.30	1.149
	Overall score teachers’		105	3.19	1.28
	Overall score principals, vice-principals & supervisors		30	2.39	1.21

Scales; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = Strongly agree

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As table 7 above reveals, majority of the respondents of teachers' had relatively positive feeling on the practice responsibility in their job but principals, vice-principals, and supervisor had negative feeling on the teachers' practice their responsibility on the job .The overall mean score teachers' is 3.19 with a standard deviation of 1.28 indicates the level of undecided and overall mean score of principals, vice-principals, and supervisor is 2.39 with standard deviation of 1.21 show in the of disagreed with practice of teachers' responsibility in the job. The mean value of item 1, 5 and 6 are below overall mean of principals, vice-principals and supervisors. This shows that teachers' respondents are relatively better practices of their level of responsibility on the job than principals, vice-principals, and supervisor responds in the practices of responsibility of teachers' in their job. The worded education office teachers, principals, vice-principals and supervisors development coordinates interview result on 14/ 08/ 06 E.C also indicates that:

Mass of teachers expect command from the school principal, department heads or other concerned staff members to do their work but, few teachers' were perform their task without expectation of their boss.

It indicates the low initiation of teachers in performing their task without external pressure. Therefore, it is safe to conclude that, they did not implement responsibility effectively due to expecting ordering from others. This show the presence of low implementation of professional responsibility of teachers on the job among general secondary school teachers of the study area; which reduces their involvement in various school issues as well as their efforts in improving the students' academic achievement.

4.4. External Factor of Teachers' Job Satisfaction.

4.4.1 Teachers Promotion on the Job.

To obtain the teachers promotion and satisfaction on their promotion in the school, a list of questions are administered. Table-8 below presents the overall mean and standard deviation of the teachers' and principals, vice-principals and supervisors response.

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Table: 8 Teachers' job promotion on the job.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	Fairness promotion opportunities in school.	Teachers are satisfied fair promotion opportunities in school.	105	2.90	1.290
			30	2.23	1.104
2	I am satisfied with commitments different level management for my promotion.	Teachers are satisfied with the commitments of different level management for their own promotion.	105	2.82	1.231
			30	2.23	1.073
3	The promotion process and procedures used by my employer are fair.	The promotion process and procedures used by their employer are fair.	105	2.85	1.321
			30	2.33	1.093
4	I am comfortable with the promotion opportunities available to me as a teacher.	Teachers are comfortable with availability of promotion opportunities.	105	3.05	1.318
			30	2.00	.910
	Overall score of teachers		105	2.90	1.29
	Overall score of principals, vice-principals & supervisors		30	2.17	1.04

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As the overall mean score of teachers' is 2.90 with a standard deviation of 1.29 in the level of undecided but, overall score of principals, vice-principals and supervisor mean is 2.17 with standard deviation of 1.04 level in the of disagreements whit practices of teachers promotions. The item 2 and 3 are below overall score teaches' promotion. The item 4 is also below overall score principals, vice-principals and supervisor in the teachers' promotion. This indicates that

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teachers' rates levels of satisfaction on promotion opportunity are relatively better than the rates of principals, vice-principals, and supervisors responses on the levels of promotion opportunity satisfaction on the job. The woreda education office teachers, principals, vice-principals and supervisors development coordinates interview result on 14/ 08/ 06 E.C also indicates that:

Most of teachers' were not satisfied with promotion opportunity practices because most time promotions opportunity of teachers' are focused on service year without considering the effort difference among teachers', and low level of commitment of management at different level to enhance teachers promotion on their job influences teachers' in the job.

This shows that, low promotion opportunity of teachers on the job in the study area. The low promotion opportunity of teachers' on the job is negatively influence on student academics performance.

4.4.2 School Policy and its Administration

To obtain the practice School policy and its administration on the teachers' job satisfaction in the school, were list of questions were administered for teachers' and principals, vice-principals, and supervisor.

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Table: 9 School policy and its administration.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	The presence of clear school based rule and regulation is satisfied me.	The presence of clear school based rule and regulation satisfied teachers.	105	2.79	1.349
			30	2.97	1.402
2	Implementation of rule and regulation with in school is satisfied me.	Teachers are satisfied with implementation of rule and regulation with in school.	105	2.89	1.347
			30	2.50	1.167
3	Treat all teachers equally in the school satisfied me.	Teachers are satisfied with equally treatment all teachers’.	105	3.06	1.247
			30	2.50	1.333
4	The way principals lead the school is satisfied me.	The way principals lead the school is satisfied teachers’.	105	3.09	1.316
			30	2.93	1.337
5	I am satisfied with my involvement in school decisions.	Teachers’ satisfied with involvement in school decisions.	105	2.98	1.248
			30	2.57	1.278
6	The way the school deals with complaints.	The way the school deals with complaints are satisfied teachers’.	105	2.68	1.312
			30	2.30	1.264
	Overall teachers score		105	2.91	1.30
	Overall principals, vice-principals & supervisor		30	2.62	1.29

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As table 9 above reveals that, overall mean score teachers' is 2.91 with a standard deviation of 1.30 indicates the level in an undecided and also overall mean score of principals, vice-

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principals, and supervisor is 2.62 with standard deviation of 1.29 show in the level of undecided with practice of school policy and its administration on the teachers' job satisfaction. But, item 1, 2, and 6 of teachers' response is below from overall mean of teachers and also, item 2, 3, 5 and 6 of principals, vice-principals and supervisor is below from overall mean score of principals, vice-principals and supervisor. The responses of teachers' and principals, vice-principals and supervisors are relatively satisfied the practices of school policy and its administration in the study area. The woreda education office teachers, principals, vice-principals and supervisors development coordinates interview result on 15/ 08/ 06 E.C also indicates that:

The presence of clear school based policy is satisfied majority teachers' but attitude, skills and knowledge gaps of principals, and school management and their poorly implementation of policy and administration in the school is reduced satisfaction teachers'.

This shows that the principals, and school management attitude, skill and knowledge gaps in implementation of school policy and their administration influence teachers' job satisfaction on the job.

4.4.3 Teachers' Supervision Practices.

To examine the feeling of teachers' towards the practices of supervision in the school, a list of questionnaires distributes for teachers', and principals, vice-principals and supervisor.

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Table:10 supervision practices

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	Supervisors initiate me to discuss on various academic issues	Supervisors initiate teachers to discuss on various academic issues	105	2.75	1.254
			30	3.00	1.462
2	Supervisors technically ‘know-how’ to support me.	Supervisors technically ‘know-how’ to support teachers.	105	2.79	1.291
			30	3.20	1.375
3	I am supervised in a supportive and democratic manner	Teachers are supervised in a supportive and democratic manner	105	2.88	1.335
			30	3.27	1.311
4	School supervisors observe classroom instructions regularly	School supervisors observe classroom instructions regularly	105	2.53	1.352
			30	3.23	1.382
5	School supervisors provide training on various issues	School supervisors provide training on various issues	105	1.70	.942
			30	2.90	1.322
	Overall score of teachers’		105	2.53	1.23
	Overall score of principals, vice-principal, & supervisors.		30	3.12	1.37

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As the overall mean score of teachers' in the above table is 2.53 with a standard deviation of 1.23 and the overall mean score of principals, vice-principals and supervisor 3.12 with standard deviation 1.37 in both them are in the levels of undecided for practices of supervision in the study area. Item 5 for teachers' and principals, vice-principals, and supervisor are below from overall scores of both teachers' and principals, vice-principals and supervisor. The practices of

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supervision in the school are not fully satisfied on the job. The woreda education office teachers, principals, vice-principals and supervisors development coordinates interview result on 15/ 08/ 06 E.C also indicates that:

The practice of supervision in the school is insufficient to enhance teachers' job satisfaction on their job because in the implementation timely supervision for teachers' in both internal and external is ineffective.

This indicates insufficient supervision of teachers' reduced effectiveness of performance of teachers' and influences teachers' level job satisfaction on the job. Therefore, effective supervision of teachers' is important for successfully implementation of school goal and objectives.

4.4.4 Level Teachers' Satisfaction on their Income.

For the sake of examining the teachers' level of satisfaction on the job the following questioners distributed for teachers' and principals, vice-principals and supervisor.

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Table 11: Teachers' level of satisfaction on their income.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	My monthly salary is sufficient to satisfy all important expenses.	Teachers’ monthly salary is adequate satisfied to all important expenses.	105	1.70	.921
			30	1.73	1.143
2	I am satisfied with timely payment of salary.	Teachers’ are satisfied with timely payment of salary.	105	2.78	1.481
			30	1.87	1.042
3	My salary enhanced job commitment.	Teachers’ salary enhanced job commitment.	105	2.83	1.471
			30	3.73	1.230
4	I am underpaid in relation to my efforts.	Teachers’ are underpaid in relation to their efforts.	105	2.10	1.140
			30	2.83	1.464
5	Additional incentive received for extra work.	Teachers’ are additional incentive received for their extra work.	105	1.93	1.094
			30	1.97	1.326
6	I entered the teaching profession because of its good pay.	Teachers are entered the teaching profession because of its good pay.	105	3.11	1.219
			30	1.90	.960
	Overall score of teachers		105	2.40	1.40
	Overall score principals, vice-principals, & supervisor score		30	2.33	1.19

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As table 11 above reveals that, overall mean score teachers' is 2.40 with a standard deviation of 1.40 and also overall mean score of principals, vice-principals, and supervisor is 2.33 with standard deviation of 1.19 shows in the level of disagreement with income. Item 1, 4, and 5 of teachers' below overall mean of teachers'. Item 1, 2, 5, and 6 of principals, vice-principals and supervisors below overall mean of principals, vice-principals and supervisors. This response indicates that teachers' level of satisfaction on income is low. The woreda education office

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teachers, principals, vice-principals and supervisors development coordinates interview result on 18/ 08/ 06 E.C also indicates that:

The teachers' benefits and incentive were inadequate for extra work, and in school meeting, cluster teachers' meeting teachers' lack refreshment this lead teachers' dislike their profession.

Therefore, lack sufficient incentive and others benefits for their additional work influence teachers' level of satisfaction in job and may be limits level effort on the work. According to Ahuja and Shukla (2007), when incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met.

4.4.5 Work Relationship of Teachers' and their Level of Job Satisfaction.

To assess the teachers' work relationship and their level of satisfaction in the job the following questions are distributed to teachers, principals, vice-principals, and supervisors. The result presents in the table below.

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Table 12: Work relationship of teachers'.

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	I am satisfied with the relations’ of the school management team.	Teachers are good relationship with management team.	105	3.44	1.322
			30	2.37	1.245
2	I am satisfied with staff members’ cooperation to work.	Teachers are satisfied with staff members’ cooperation to work	105	3.88	5.192
			30	2.13	1.042
3	I am satisfied in relationship with the school students	Teachers are satisfied with relationship of students	105	3.34	1.350
			30	1.93	1.172
4	I am satisfied in the relation with staff members.	Teachers are satisfied with relation of staff members.	105	2.81	1.359
			30	2.27	1.230
5	I am satisfied work with relationship of supervisors	Teachers are satisfied with work relationship of supervisors	105	2.84	1.331
			30	2.13	1.167
	Overalls score of teachers		105	3.26	2.31
	Overalls score of principals’, vice-principles, and supervisors.		30	2.16	1.17

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As table 12 above reveals that, overall mean score teachers' is 3.26 with a standard deviation of 2.31 indicates the level of undecided with practice of work relation but, overall mean score of principals, vice-principals, and supervisor is 2.16 with standard deviation of 1.17 show in the level of disagreement with practice of work relation of teachers' on job. Item 4 and 5 of teachers' mean is below from the overall mean scores of teachers. Item 3 and 5 of principals, vice-principals and supervisor mean is below from the overall mean scores of principals, vice-principals and supervisor. This shows that as teachers' response practice of work relation relatively better than the response of principals, vice-principals and supervisor in the practices of work relation of teachers' on the job. The opened question revealed that mass of teachers' were

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poor relation with school management team, students, and the gap of relation among within teachers'. The woreda education office teachers, principals, vice-principals and supervisors development coordinates interview result on 18/ 08/ 06 E.C also indicates that:

The majority of teachers' are poor relation with supervisors because of insufficient technical support of teachers', the way supervisors contact only to see the teachers' classroom instruction and to evaluate their work performance instead of giving instructional support.

Therefore, poor relations between teachers' with supervisor, student, and management teams and within teachers' reduce success of achieving of the school goal and objectives. According to Oshagbemi (2001), individuals who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction.

4.4.6 Work Condition of Teachers' and their Level Job Satisfaction.

To assess the teachers' job satisfaction on their school working conditions, the following questions are administered to teachers' and principals, vice-principals and supervisors. The following table contains the summary of the teachers' and principals, vice-principals and supervisors response for each item

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Table 13: Work condition of teachers' and their level of job satisfaction.

N	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	I am satisfied with creating clean, initiating and comfortable working area.	School is satisfied teachers’ with creating clean, initiating and comfortable working area.	105	2.61	1.334
			30	2.17	1.206
2	I am satisfied with accessibility of transportation.	Teachers’ are satisfied with accessibility of transportation.	105	2.20	1.180
			30	2.10	1.125
3	I would not like to be transferred to another school.	Teachers would not like to be transferred to another school.	105	2.87	1.264
			30	1.70	.794
4	I am satisfies with participation in co-curricular activities in school.	Teachers’ satisfies with participation in co-curricular activities in school.	105	2.91	1.272
			30	2.33	1.155
5	I am satisfies with supply of sufficient amount of material, tools for teaching learning process.	Teachers satisfies with supply of sufficient amount of material, tools for teaching learning process	105	3.12	1.299
			30	2.23	.971
6	I am interested to attend all the time in my instructional class in the school.	Teachers’ interested to attend all the time in instructional class in the school.	105	2.70	1.372
			30	2.23	1.006
7	Student attitudes towards education in school is enhanced my job satisfaction.	Student attitudes towards education in school are enhanced teachers’ job satisfaction.	105	2.28	1.319
			30	2.00	.947
8	I am satisfied refreshment material of within school (DSTV, Tennis,...)	Teachers are satisfied with refreshment material of within school (DSTV, Tennis,...)	105	1.89	1.171
			30	2.03	1.033
	Overall score of teachers’		105	2.57	1.21
	Overall score of principals, vice-principals, & supervisors		30	2.09	1.02

Scales; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided,

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$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As table 13 above reveals that, overall mean score teachers' is 2.57 with a standard deviation of 1.21 indicates the level of undecided with work condition teachers' but, overall mean score of principals, vice-principals, and supervisor is 2.09 with standard deviation of 1.02 show in the level of disagreement with work condition of teachers' on job. Item 2, 7, and 8 of teachers' mean is below from overall mean score of teachers'. Item 3, 7, and 8 of principals, vice-principals and supervisors mean is below from the overall mean score principals, vice-principals and supervisors. This indicates that the responses of teachers' are for work condition is relatively better than the responses of principals, vice-principals and supervisor responses in the level of work relation with in study area. Mass of open ended question revealed that unfavorable working condition in the schools because, of lack of internet services, lack of DSTV and insufficient refreshment material, inadequate computers access in new open high school, lack of proper rental house for in rural high school teachers', lack of electric city in some high school, lack of pure drinking water, low transferring opportunities, lack transportation availability in some rural high school, high price of rental house in urban area teachers'. Teachers' also, rates the practice of transfer of teachers' within Zone and Woreda were 63 out of 105 (60%) are rates unfair, 3 out of 105 (2.9%) rates slightly fair, and 39 out of 105 (37.1%) rate fair. In addition to this, principals, vice-principals, and supervisors practice of transfer was 24 out of 30 (80%) are rate unfair, 3 out of 30 (10%) rates slightly fair. This shows that large numbers of teachers' not satisfied on the practices of transfers rates within Zone and Woreda. An interview result on 18/08/06 E.C also indicates that:

The school environment is not full satisfactory to enhance teachers' job satisfaction, because general secondary schools lack necessary school facilities and equipments due to budget problems. Thus poor working conditions in the school block the teachers' access to do various works that support the teaching learning process.

Therefore, this problem has an effect on reducing the teachers' level of job satisfaction, and this affect the students' academic achievement as well as schools goal achievement. Robbins, (2005), stated that working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works.

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To examine the level of internal and external factors those practice in general secondary schools teachers' in the Hadiya Zone mean and Std. Deviation is conducted for teachers', and principals, vice-principals and supervisors respondents. The table below show that the respondents of teachers' for the level of external and internal factor on teachers' job satisfaction in the study area.

Table 14: external and internal factors teachers' job satisfaction

Descriptive Statistics

Variable	Mean	Std. Deviation	N
External teachers' job satisfaction	96.40	28.212	105
Internal teachers' job satisfaction	78.80	18.165	105

The mean value of external factor is 96.40 with 28.21 std deviation but, the mean value of internal value is 78.80 with the std deviation of 18.16 .The above table of teachers' respondents revealed that external factors are more influence than internal factor on teachers' job satisfaction in the study area.

Descriptive Statistics

Variable	Mean	Std. Deviation	N
External factor	83.6333	24.21952	30
Internal factor	68.6333	15.82116	30

The mean value of external factor is 83.63 with 24.21 std deviation but, the mean value of internal value is 68.63 with the std deviation of 15.82. This above table of principals, vice-principals, and supervisory responses shows that external factors are more influence than internal factor on teachers' job satisfaction in the study area.

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4.5 Teachers' Commitment on their Job.

This section includes the analysis of data obtained from teachers and principals, vice-principals, and supervisor on teachers' commitments of general secondary school of Hadiya Zone. To answer the third basic research questions.

The commitment questions were presented in the questionnaire to be responded by teachers and principals, vice-principals and supervisors in the following tables.

4.5.1 Teachers' Affective Commitment on the Job.

For the sake of examining the teachers' level of affective commitment on the job the following questioners distributed for teachers' and principals, vice-principals and supervisor

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Table: 15 affective commitments of teachers' on the job

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	My teaching profession is important to my self-image.	Teaching profession is important to teachers’ self-image.	105	3.10	1.393
			30	2.53	1.074
2	I believe that my school image is my image.	Teachers believe that school image is teachers’ image.	105	3.21	1.349
			30	2.40	1.102
3	I am proud to be in my teaching profession.	Teachers proud to be in their teaching profession.	105	3.23	1.402
			30	2.30	1.149
4	My profession is a great deal of personal meaning for me.	Teaching profession is a great deal of personal meaning for teachers.	105	3.08	1.357
			30	2.27	1.230
5	I feel emotionally attached to my teaching.	Teachers are emotionally attached to teaching.	105	3.29	1.261
			30	1.97	.890
6	I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.	Teachers encourage each others to complete the task timely with full dedication and accuracy to increases productivity of school.	105	3.04	1.337
			30	2.13	1.074
7	I do not mix my feeling, emotions and personal problems in my profession work	Teachers do not mix their feeling, emotions and personal problems in the profession work.	105	2.56	1.351
			30	2.00	.743
	Overall score of teachers’		105	3.07	1.35
	Overall score of principals, vice-principals and supervisors		30	2.22	1.03

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*Scales; $\leq 1.49 = \text{Strongly Disagree}, \quad 1.5 - 2.49 = \text{Disagree}, \quad 2.5 - 3.49 = \text{Undecided}$
 $3.5 - 4.49 = \text{Agree}, \quad \geq 4.5 = \text{Strongly agree}.$*

As table 15 above reveals that, overall mean score teachers' is 3.07 with a standard deviation of 1.35 indicates the level of undecided within teachers' affective commitment but, overall mean score of principals, vice-principals, and supervisor is 2.22 with standard deviation of 1.03 show in the level of disagreement within teachers' affective commitment on the job. Item 7 and 6 of teachers' mean is below the mean overalls score teachers'. Item 7, 6, and 5 of principals, vice-principals and supervisors mean is below overall score mean of principals, vice-principals and supervisors in the above table. This indicates that the responses of teachers' for affective commitment relatively better than the principals, vice-principals and supervisors responses for affective commitment in job. An interview result on 15/ 08/ 06 E.C also indicates that:

Majority of teacher' in the school expects external force to do their job, and poorly interested to achieve school goal. The levels of tolerance between teachers' in different issues in the schools are also poor because low commitment of teachers' on the job.

This show that majority teachers' are not strongly contributes to the success of school goal. Poor contribution of teachers' on the school goals and objectives make ineffective on the student achievement.

4.5.2 Teachers' Continuance Commitment on the Job.

For the sake of examining the teachers' level of continuance commitment on the job the following questioners distributed for teachers' and principals, vice-principals and supervisor.

Teachers' Job Satisfaction and Commitment

Table:16 continuance commitments of teachers' on the job

No	Teachers’ and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	Changing teaching profession now would be difficult for me to do.	Changing teaching profession now would be difficult for teachers.	105	2.60	1.327
			30	2.60	1.133
2	Too much of my life would be disrupted if I were to change my teaching profession now.	Too much of teachers’ life would be disrupted if teachers’ were to change their teaching profession now.	105	2.98	1.337
			30	2.10	.803
3	For me personally, the cost of leaving teaching would be far greater than the benefit.	For teachers’ personally, the cost of leaving teaching would be far greater than the benefit.	105	2.64	1.302
			30	2.60	1.221
4	I would not leave teaching right now because I have a sense of obligation to teaching.	Teachers would not leave teaching right now because teachers’ have a sense of obligation to teaching.	105	2.62	1.389
			30	2.10	.885
5	I will not change teaching if I am offered better working condition and safety in other sector.	Teachers will not change teaching if teachers’ offered better working condition and safety in some other sector.	105	2.71	1.392
			30	2.07	1.015
	Overall score of teachers’		105	2.71	1.34
	Overall score of principals’, vice-principals & supervisors		30	2.29	1.01

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

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As table 16 above reveals that, overall mean score teachers' is 2.71 with a standard deviation of 1.34 indicates the level of undecided within teachers' continuance commitment but, overall mean score of principals, vice-principals, and supervisor is 2.29 with standard deviation of 1.01 show in the level of disagreement within teachers' continuance commitment on the job. Item 1, 3, and 4 of teachers' mean is below the mean overalls score teachers'. Item 2, 4 and 5 of principals, vice-principals and supervisors mean is below overall score mean of principals, vice-principals and supervisors in the above table. This shows teachers' responses for continuance commitment relatively better than the responses of principals, vice-principals, and supervisors in the study area. An interview results interview result on 15/ 08/ 06 E.C also indicates that:

Mass of teachers' stay in teaching profession because of lack alternative to change other sector, and other high income and benefits job relatively better to teaching...

This shows that mass of teachers in the teaching profession in the study area are not interested to continued with teaching profession. Lack of interest to continue with teaching profession is may minimize commitment of teachers' on job. The low level of continuance commitment of teachers' is influence on the school goals and objectives.

4.5.3 Teachers' Normative Commitment on the Job.

For the sake of examining the teachers' level of normative commitment on the job the following questioners distributed for teachers' and principals, vice-principals and supervisor.

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Table: 17 normative commitments of teachers' on the job

No	Teachers' and principals, vice-principals and supervisors respondents		N	Mean	SD
	Item for teachers (n=105)	Item for principal, vice-principal and supervisor (n=30)			
1	I would feel guilty if I left my teaching profession.	Teachers' would feel guilty if they left teaching profession.	105	3.14	1.348
			30	2.13	1.042
2	I am in my teaching profession because of my sense of loyalty to it.	Teachers are in teaching profession because of they are sense of loyalty to it.	105	2.96	1.414
			30	2.03	.999
3	I feel a strong sense of belonging to my teaching.	Teachers' a strong sense of belonging to teaching.	105	2.89	1.410
			30	2.13	.900
4	I dislike those who hamper the image of my teaching.	Teachers dislike those who hamper the image of teaching.	105	3.79	1.530
			30	2.20	1.031
	Overall score of teachers'		105	3.19	1.42
	Overall score of principals, vice-principals & supervisors		30	2.12	0.99

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$.

As table 17 above reveals, overall mean score teachers' is 3.19 with a standard deviation of 1.42 indicates the level of undecided within teachers' normative commitment but, overall mean score of principals, vice-principals, and supervisor is 2.12 with standard deviation of 0.99 show in the level of disagreement within teachers' normative commitment on the job. Item 1 and 3 teachers of mean were below from the overall score of teachers' mean. Item 2 of principals, vice-principals and supervisor is below from overall score of principals, vice-principals and supervisor in the table above. This indicates the level of normative commitment of teachers in current job is not fully committed. An interview result interview result on 15/ 08/ 06 E.C also indicates that:

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Majority of fresh teachers' are low moral responsibility on than more experienced teachers' on the current job because of mass of them are low satisfaction on the job.

Therefore, low moral responsibility of teachers' is negatively influence the achievement of school goals and student performances. High moral responsibility of teachers' in the job increases the academic achievement of student.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This parts of the study deals with the summary of the major findings, conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the teachers' satisfaction and commitment in general secondary schools of Hadiya Zone.

5.1 Summary of the Findings.

The main purpose of this study was to investigate the relations between teachers' job satisfactions and commitment in general secondary high schools of Hadiya Zone, SNNPR. In order to achieve this purpose, the study attempted to answer the following basic questions.

- How is the level of job satisfaction of teachers related with commitment in general secondary schools' of Hadiya Zone?
- How the internal and external factors influence teachers' job satisfaction in general secondary school of Hadiya Zone?
- What does the extent of teachers' commitment looks like in general secondary schools?

To answer these research questions, mixed concurrent nested approaches was employed. To this effect the study is conducted in 8 randomly selected general secondary schools of Hadiya Zone. A total of 119 teachers were selected through random sampling technique, especially lottery method, to participate in the study. Furthermore, 8 principals, 16 vice-principals, 8 supervisors and 8 Woreda education office were selected through census, since they have direct relation in supporting and monitoring activities of teachers. To gather necessary information on the issue 119 questionnaires were distributed to teachers, and only 105 are properly filled and returned, 32 questionnaires were distributed to principals, vice-principals, and supervisors and only 30 were properly filled and returned. In addition, unstructured interview was conducted with 8 Woreda education offices to extract in-depth information regarding to teachers job satisfaction and commitment.

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The data collected from teachers through questionnaire were analyzed and interpreted by using statistical tools such as percentage, mean, standard deviation and Pearson product correlation coefficient. The data gathered through open ended items of the questionnaire and unstructured interview were analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

On the basis of the analysis made on the data gathered through the above procedures, the major findings of the study are summarized as follows:

- The respondents characteristics showed that gender of respondents were dominated by males. Out of 105 teachers 88 (83.8%) are male and 17 (16.2%) are female. In terms of age 23(21.9%), 49 (46.7%), 16 (15.2%), and 17 (16.2%) of teachers are in the age 25 and below, 26-30, 31-35, and 36 & above respectively. The majority of teachers in Hadiya Zone are under the age 30 years old. The qualification of teaches' were 2 (1.9%), 103 (98.1%) of teachers have the diploma and degree holder in the above respectively. As the result reveals, mass of teachers were first degree holder in Hadiya Zone general secondary school. The service years 5(4.8%), 41(39.0%), 35(33.3%), 9(8.6%), and 21 above 5(4.8) of teachers have the service of below 1, 1-5, 6-10, 11-15, 16-20 and 21 and above respectively. As the result reveals, more teachers are in the service year of 10 years and below. The location 51(48.6%), and 54(51.4%) of teachers have rural and urban respectively.
- A Pearson correlation analysis was computed to examine the relation between teachers' job satisfaction with their commitment in general secondary school of Hadiy Zone. The results revealed significant and positive relationship between teachers' job satisfaction and commitment ($r = .77$, $N = 105$). The same tools computed for principals, vice principals and supervisors were also result indicate significant and positive relationship between teachers' job satisfaction and commitment ($r = .71$, $N = 30$). The correlation was strong and positive relationship in both teachers' and principals, vice principals and supervisors respondents. Higher levels of teachers' job satisfaction were associated with higher levels commitment in the study area.

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The findings related to the issue of external and internal factors of teachers' job satisfaction revealed that:

- In the general secondary school of Hadiya Zone both internal and external factors influence teachers' job satisfaction. The result indicates that most of internal and external factors scored below three as mean averages of likert scales. As the mean and standard deviation teachers', and principals, vice-principals and supervisors responds revealed that relatively the external factors have more influence than internal factor on teachers' job satisfaction in the study area. As interviews a result indicates mass of teachers' are low initiation to transmit their knowledge and to achieve schools objective. Due to this, teachers are not successful improve the academic performance of students as well as the achievement of schools goals.

The findings related to the issue of teachers' commitment on the job revealed that:

In the general secondary school of Hadiya Zone affective, continuance and normative commitment are low. The result indicates that most of scored in likert scale mean averages are below three. The result indicates in the likert scale mean mass of teachers' score were relatively better than principals, vice-principals and supervisory score for the level of teachers' commitment in job. The interview result indicates that teachers' were low commitment in the job. As the result large numbers of teachers' in the school expect external force to do their job, poorly interested to achieve school goal and objective, and low level of tolerance between teachers in different issues. In addition to these, teachers stay in teaching profession is lack of alternative to change other scoter, and low moral responsibility in the job.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn.

The correlation between teachers' job satisfaction and their commitment was strong and positive relationship in both teachers' and principals, vice principals and supervisors respondents. A higher level of teachers' job satisfaction was associated with higher levels commitment in the study area. But, the level teachers' job satisfaction and their commitment are not satisfactory in

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the study area. The low level of teachers' job satisfaction and their commitment in the study area make the teaching-learning process become ineffective. In addition to this, the findings also revealed the school's weakness on different aspects that have relation to enhance teachers' job satisfaction and commitment on the achievement of educational goals and objectives of schools. Therefore, better to focus on the teachers' job satisfaction and commitment like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable promotion, in the area of professional responsibility...etc.

- Teachers' level of satisfaction in the current job is not in good situation due to the influence of both internal and external factors in the teachers' job satisfaction. Teachers' lack of equipment and necessary material to use their skill and knowledge in practice in the school and unsatisfactory professional development or personal advancement in different training with in school and out the school in the study area. Therefore, it better to fulfills necessary matters and equipments for practice use in laboratory, ICT centers, pedagogical centers and library.
- In addition, the practice of recognition for teachers in general secondary school of Hadiya Zone is low because of poor performance of student result, lack of timely support from supervisor, and low educational expiries effort to motivate teachers with their performance level, and low capacity of principals to fairly assess and rewards teachers' in their level of efforts. The practices of responsibility among teachers' in their job is also low because of majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work and they did not implement responsibility effectively due to low satisfaction of teachers' on the job.
- With regard to external factors of job satisfaction teaches are not satisfied with the practices of supervision in the schools because, supervision in the school is not satisfactory to enhance teachers' job satisfaction on their job and most of the time supervisors practice in the schools is to evaluate or inspect the performance of teachers rather than supportive and team work natures. Income and other incentive of teachers' are not also satisfied teachers in the job because teachers' lack benefits and incentive for their extra work.

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- In addition, the practice of work condition in the schools are not fully satisfied teachers' in the job because of lack of internet services, DSTV and other refreshment material, inadequate computers access in new open high school, lack of proper rental house in rural high school, lack of electric city in some high school, lack of pure water, lack transferring opportunities, lack transportation availability in some rural high school, high price of rental house in urban area in the study area reduce teachers job satisfaction on the job.
- To sum up, external factors of teachers' job satisfaction have relatively more influence than internal factor on teachers' job satisfaction in the study area. Therefore, better to more focus on external factors of teachers' job satisfaction rather than internal factor of job satisfaction on the study area.
- The level of teachers commitment on their job in the study area are low because the level of affective, continuance, and normative commitment of teachers' in the study area are not committed because majority of teachers in the school expect external force to do their job, and poorly interested to achieve school goal and objectives. The mass of teachers' also is not prefer to stay with teaching profession and low moral responsibility of in teaching' profession. Therefore, better to focuses on foster teachers' commitment by encouraging teachers' in the job by fair and equitable rewards to achieve school goals.

5.3 Recommendations

To direct the teaching learning process in a better way the school practices on teachers' job satisfaction and commitment should be improved. Therefore, in order to sustain the quality of education, to better use teachers' knowledge and skills and to improve student achievement, the following recommendations are forwarded to all concerned academic staffs (school principals, supervisors, Woreda education offices and others) in Hadiya Zone.

1. Zone education department and Woreda education offices should makes special attention for teachers' job satisfaction and their commitment in the job. The attention area should focus on the teachers' job satisfaction and commitment like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable

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promotion, in the area of professional responsibility...etc. This helps the teachers to increase the level of job satisfaction as well as to maximize their level commitment on achievement of students.

2. It is recommended that Zone education department, Woreda education offices, and school should hold regular contacts with various training programs that encourages teaching–learning in effective manners. Furthermore, school principals and other management teams should arrange teachers' experience sharing within school and model schools out the schools. All this make teachers to be effective as well as satisfied in the job.
3. To increases teachers' job satisfaction and achievement in job it is important that schools and woreda should allocate sufficient budget to supple necessary materials and equipment that is vital for practical use in the laboratory, library, ICT center...etc as well as schools principals and management teams should raise positive work competition among within teachers' by ranking performance of teachers' weekly/monthly or semester based notice levels of performance of teachers' by fair and equitable monetary or other initiatives rewards with their effort.
4. The schools, woreda education and others' local government should support teachers' through facilitating transportations road access, building house, provision pure water, facilitate access of electricity in rural general secondary schools by mobilizing the community, giving land to build home in urban areas and supply good working condition with necessary refreshment material like internets services, DSTV, tennis and other. This helps teachers' to increases status in the profession as well as increases their level of satisfaction on job.
5. Insufficient support of educational experts and supervisors negatively affect teachers' job satisfaction in job. Therefore, to ensure job satisfaction educational experts of woreda and supervisors should offer timely support for teachers' and woreda education office fill the technical skills gap of supervisor by training to be effective in supporting teachers' in the job. This help to develop team work or positive relationship between teachers' and supervisors in the job.

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6. Schools, woreda education offices and Zone education department should be more focus on external factors of teachers' job satisfaction rather than internal factor of job satisfaction because the external factors were more influence than internal factors on the teachers' job satisfaction. As finding indicates that external job satisfaction relatively more influence than internal factor of job satisfaction. Therefore, schools, woreda education offices and Zone education department work together with other governmental sectors, non-governmental organization and local community to enhance teachers' job satisfaction in the job.
7. Inadequate level of teaches' affective commitment in the school teachers' are expect external force to do their job, and poorly interested to achieve school goal and objectives. Therefore, school should foster interest of teachers' by encouraging teachers' in the job by fair and equitable rewards to achieve school goals by participating local community, governmental and nongovernmental organization. This strongly contributes for the success of school goals.
8. As finding indicates mass of teachers' insufficient continuance commitment in the profession and lack of alternative to leave their profession. Therefore, Zone education department, Woreda education office and schools should facilitate good teaching-learning environment by involvement of local community, governmental sector, privates' investor and nongovernmental originations. This helps teachers' stay in their profession and committed in job.
9. Unsatisfactory level of normative commitment of teachers in the job resulted in low moral responsibility of teachers in the profession. Therefore, school, woreda and other concerned bodies should maximize teachers' levels of professional moral responsibility in the job by facilitating attractive teaching learning environment in school in collaborates with community, governmental and non-governmental organization. This promotes encouragement of teachers' in the job as well as improves the student achievement.

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Teachers' Job Satisfaction and Commitment

Appendix A

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management.

Questionnaire to be filled by general secondary school teachers

Dear Respondents:

I am MA student of Jimma University. I am conducting a study on the topic: *Teachers' Job Satisfaction and commitment in General Secondary Schools*. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Instructions: -No need of writing your name.

-Ask the data collector; if you need extra support before providing your answer in not clear

-Your answer should represent you direct feelings.

-Be sure to keep the statement in mind when deciding how you feel about aspect of your job

❖ *Be frank. Give a true current picture of your feeling about your job satisfaction*

Part I: - Personal information by marking ✓ once

1. School name _____

2. Sex: Male ☐ Female ☐

3. Age: a) 25 and below ☐ b) 26-30 ☐ c) 31-35 ☐ d) 36-40 ☐

☐

Teachers' Job Satisfaction and Commitment

4. Educational background a) Diploma ☐ b) BA/BSC/BEd degree ☐

c) MA/MSc/MED degree

5. Service years: a) below 1 year ☐ b) 1-5 ☐ c) 6-10 years ☐ d) 11-15 years ☐

e) 16-20 years ☐ f) more than 21 years ☐

6. Location of school Rural ☐ Urban ☐

Part II: Questionnaire for teachers'

Please, respond to all items given below by putting a tick (✓) in the appropriate space using the following scales: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

1. Rate your level of satisfaction for job related items and teachers' job satisfaction.

N o	Items	1	2	3	4	5
		Strongly disagree	Disagree	undecided	agree	strongly agree.
1	I am satisfied to become a teacher.					
2	I enjoy in my work.					
3	Teaching provides me with opportunity to use all my skills and knowledge.					
4	I am prefers to continue with teaching profession.					
5	Teaching profession is challenging job for me.					
6	I am interested to provide enough tutorial for different level student.					
7	There is fair distribution of work load in teaching.					

1. Please rate your level of job satisfaction and commitment on the current job. Very high ☐

Teachers' Job Satisfaction and Commitment

High ☐ Medium ☐ Low ☐ Very low ☐

2. Rate your level of satisfaction for the items related to professional development or personal advancement opportunities in the school.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
8	Provision of job related workshops enhance my academic performance.					
9	Availability of opportunity to attend workshops outside the school increases my knowledge.					
10	Provision of in-service training with in school on various issues enhances my knowledge.					
11	I am satisfied availability of further professional development opportunity.					
12	I am satisfied with provision of school wide experience sharing with model schools.					

2. Rate your professional development or personal advancement strategies are accessible in your school?

Very well ☐ well ☐ Not decide ☐ poor ☐
Very Poor ☐

3. Rate your level of satisfaction for the items related to recognition.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

NO	Items	1	2	3	4	5
13	In my school I am recognized for a job well done.					
14	The way I get full praise for the work I do.					
15	I get enough recognition from education leaders.					
16	I get enough recognition from my immediate supervisor for my work.					
17	The recognition given in the school is fairly assesses my work.					

Teachers' Job Satisfaction and Commitment

4. Rate your level of satisfaction for the items related to achievement.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N	Items	1	2	3	4	5
O						
18	I am satisfied with my professional ability to perform my job.					
19	Received academic rewards from school is increased my job satisfaction.					
20	My accomplishments of task are similar with the schedule of school.					
21	I am satisfied with the successes gained by my students.					

5. Rate your level of satisfaction for the items related to responsibility.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N	Items	1	2	3	4	5
O						
22	I am comfortable with appropriate execution of professional responsibility.					
23	I am satisfied with autonomy I have in making decisions about my daily tasks.					
24	Responsible to raise the awareness of the community.					
25	Freedom to use your judgment in the work.					
26	I feel comfortable with my present level of responsibility in my job.					
27	I am satisfied with my perceived level of professional autonomy.					

Teachers' Job Satisfaction and Commitment

6. Rate your level of satisfaction for the items related to promotion opportunities.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

NO	Items	1	2	3	4	5
28	Fairness promotion opportunities in school.					
29	I am satisfied with commitments different level management for my promotion.					
30	The promotion process and procedures used by my employer are fair.					
31	I am comfortable with the promotion opportunities available to me as a teacher.					

7. Rate your level of satisfaction for the items related to organizational policy and administration.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
32	The presence of clear school based rule and regulation is satisfied me.					
33	Implementation of rule and regulation with in school is satisfied me.					
34	Treatment all teachers equally in the school.					
35	The way principals lead the school is satisfied me.					
36	I am satisfied with involvement of decisions in the school.					
37	The way the school deals with complaints.					

8. Questions that focused on supervision (technical) are listed below. Please, indicate your position by selecting the options that represents your feeling.

1=strongly disagree 2= disagree 3= not decide 4= agree 5= strongly agree.

Teachers' Job Satisfaction and Commitment

No	Items	1	2	3	4	5
38	Supervisors initiate me to discuss on various academic issues					
39	Supervisors technically 'know-how' to support me.					
40	I am supervised in a supportive and democratic manner.					
41	School supervisors observe classroom instructions regularly.					
42	School supervisors provide training on various issues.					

9. Rate your level of satisfaction for the income related condition listed below.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N o	Items	1	2	3	4	5
43	My monthly salary is sufficient to satisfy all important expenses.					
44	I am satisfied with timely payment of salary.					
45	My salary enhanced job commitment.					
46	I am underpaid in relation to my efforts.					
47	Additional incentive received for extra work.					
48	I entered the teaching profession because of its good pay.					

10. Items that focused on school and work relationship are listed below; please show your position from the given alternatives. 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
49	I am satisfied with the relations' of the school management team.					
50	I am satisfied with staff members' cooperation to work.					
51	I am satisfied in relationship with the school students.					
52	I am satisfied in the relation with staff members.					
53	I am satisfied work with relationship of supervisors.					

Teachers' Job Satisfaction and Commitment

3. What do you say about your work relationship (cooperation with staff, management team, student... etc.)

11. Items that focused on yours working condition in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N o	Items	1	2	3	4	5
54	I am satisfied with creating clean, initiating and comfortable working area.					
55	I am satisfied with accessibility of transportation.					
56	I would not like to be transferred to another school.					
57	I am satisfies with participation in co-curricular activities in school.					
58	I am satisfies with supply of sufficient amount of material, tools for teaching learning process.					
59	I am interested to attend all the time in my instructional class in the school.					
60	Student attitudes towards education in school is enhanced my job satisfaction.					
61	I am satisfied refreshment material of within school (DSTV, Tennis,.)					

3. How do you rate the practice of transfer of teachers' within zone and worda?

. highly unfair ☐ Unfair. ☐ Slightly fair ☐ Fair. ☐ highly fair ☐

4. What do you say about your work condition? (school facilities, attractiveness' etc.)

Teachers' Job Satisfaction and Commitment

5. What do you say about influence of residence (housing) challenges in your job satisfaction in your work environment?

Part III: teachers' commitment questioners.

Please, respond to all items given below by putting a tick (✓) in the appropriate space using the following scales: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

1. Items that focused on teachers' affective commitment in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N o	Items	1	2	3	4	5
1	My teaching profession is important to my self-image.					
2	I believe that my school image is my image.					
3	I am proud to be in my teaching profession.					
4	My profession is a great deal of personal meaning for me.					
5	I feel emotionally attached to my teaching.					
6	I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.					
7	I do not mix my feeling, emotions and personal problems in my profession work.					

2. Items that focused on teachers' continuance commitment in the school are listed below; please show your position from the given alternatives.

Teachers' Job Satisfaction and Commitment

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

N o	Items	1	2	3	4	5
8	Changing teaching profession now would be difficult for me to do.					
9	Too much of my life would be disrupted if I were to change my teaching profession now.					
10	For me personally, the cost of leaving teaching would be far greater than the benefit.					
11	I would not leave teaching right now because I have a sense of obligation to teaching.					
12	I will not change teaching if I am offered better working condition and safety in other sector.					

3. Items that focused on teachers' normative commitment in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items	1	2	3	4	5
13	I would feel guilty if I left my teaching profession.					
14	I am in my teaching profession because of my sense of loyalty to it					
15	I feel a strong sense of belonging to my teaching.					
16	I dislike those who hamper the image of my teaching.					

1. The relation between teachers' job satisfaction and their commitment are:

A/ very low B/ low C/ no relation D/ high E/ very high.

THANK YOU!

Teachers' Job Satisfaction and Commitment

Appendix B

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management.

Questionnaires for principal, supervisors and vice principal.

Dear Respondents:

I am MA student of Jimma University. I am conducting a study on the topic: *Teachers' Job Satisfaction and commitment in General Secondary Schools*. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Instructions I: -No need of writing your name.

-Ask the data collector; if you need extra support before providing your answer in

not clear

-Your answer should represent you direct feelings.

-Be sure to keep the statement in mind when deciding how you feel about aspect of your job

❖ *Be frank. Give a true current picture of your feeling about your job satisfaction*

Age : a) 25 and below ☐ b) 26-30 ☐ c) 31-35 ☐ d) 36-40 ☐

Sex: : Male ☐ Female ☐

Current position _____ Service year _____

Location of school: Urban ☐ Rural ☐

Teachers' Job Satisfaction and Commitment

Part II: Items related to teacher job satisfactions are list below.

Please, respond to all items given below by putting a tick (✓) in the appropriate space using the following scales: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4= agree and 5 = strongly agree.

1. Show your feeling selecting the proper option for the item related job related and teachers' job satisfaction.

N o	Items	1	2	3	4	5
		Strongly disagree	disagree	undecided	agree	strongly agree.
1	Teachers' are satisfied to become a teachers'.					
2	Teachers' enjoy in their work.					
3	Teaching provides teachers opportunity to use all skill and knowledge.					
4	Teachers prefer to continue with teaching profession.					
5	Teaching profession is challenging job for teachers'.					
6	Teachers are interested to provide enough tutorial for different level student					
7	There is fair distribution of work load in for teachers'.					

1. Please rate teachers' level of job satisfaction and commitment on the current job.

Very high ☐ High ☐ Satisfactory ☐ Low ☐ Very low ☐

Teachers' Job Satisfaction and Commitment

2. Rate teachers' level of satisfaction for the items related to teachers' professional growth and development opportunities in the school.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
8	Provision of job related workshops enhance teachers' academic performance					
9	Availability of opportunity to attend workshops outside the school increases teachers' knowledge					
10	Provision of in-service training with in school on various issues enhances teachers' knowledge.					
11	Teachers' are satisfied with availability of further professional development opportunity					
12	Teachers' satisfied with provision of school wide experience sharing with model schools.					

2. How do you evaluate the teachers' professional development or personal advancement strategies that are accessible for teachers' in your school?

Very poor ☐ poor ☐ Not decide ☐
Well ☐ Very well ☐

3. Rate teachers' level of satisfaction for the items related to recognition.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

NO	Items	1	2	3	4	5
13	Well done job of teachers are recognized in the school.					
14	The way teachers get full praise for the work.					
15	Teachers get enough recognition from education leaders.					
16	Teachers get enough recognition from immediate supervisor for their work.					
17	The recognition given in the school is fairly assesses teachers' work.					

Teachers' Job Satisfaction and Commitment

4. Rate teachers' level of satisfaction for the items related to achievement.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
18	Teachers satisfied with professional ability to perform their job.					
19	Received academic rewards from school are increased teachers job satisfaction.					
20	The chance to do work in the school is appropriate to teachers' ability.					
21	Teachers' accomplishments of task are similar with schedule of school.					

5. Rate teachers' level of satisfaction for the items related to responsibility.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
22	Teachers are comfortable with appropriate execution of professional responsibility.					
23	Teachers' satisfied with autonomy in the making decisions about daily tasks.					
24	Teachers are responsible to raise the awareness of the community.					
25	Teachers have freedom to use their own judgment for effective work.					
26	Teachers' are comfortable with present level of responsibility in their job.					
27	Teachers' satisfied with perceived level of professional autonomy.					

Teachers' Job Satisfaction and Commitment

6. Rate teachers' level of satisfaction for the items related to promotion opportunities.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
28	Teachers are satisfied fair promotion opportunities in school.					
29	Teachers are satisfied with the commitments of different level management for their own promotion.					
30	The promotion process and procedures used by their employer are fair.					
31	Teachers are comfortable with the promotion opportunities available to me as a teacher					

7. Rate teachers' level of satisfaction for the items related to organizational policy and administration.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

N O	Items	1	2	3	4	5
32	The presence of clear school based rule and regulation satisfied teachers.					
33	Teachers are satisfied with implementation of rule and regulation with in school.					
34	Teachers are satisfied with equally treatment all teachers'.					
35	The way principals lead the school is satisfied teachers'.					
36	Teachers' satisfied with involvement in school decisions.					
37	The way the school deals with complaints are satisfied teachers'.					

8. Questions that focused on supervision (technical) are listed below. Please, indicate your position by selecting the options that represents your feeling.

Teachers' Job Satisfaction and Commitment

1=strongly disagree 2= disagree 3= not decide 4= agree 5= strongly agree.

No	Items	1	2	3	4	5
38	Supervisors initiate teachers to discuss on various academic issues					
39	Supervisors technically 'know-how' to support teachers.					
40	Teachers are supervised in a supportive and democratic manner					
41	School supervisors observe classroom instructions regularly					
42	School supervisors provide training on various issues					

9. Rate your level of satisfaction for the income related condition are listed below.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
43	Teachers' monthly salary is adequate satisfied to all important expenses.					
44	Teachers' are satisfied with timely payment of salary.					
45	Teachers' salary enhanced job commitment.					
46	Teachers' are underpaid in relation to their efforts.					
47	Teachers' are additional incentive received for their extra work.					
48	Teachers are entered the teaching profession because of its good pay.					

10. Items that focused on school and working relation are listed below; please show your position from the given alternatives. 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
49	Teachers are good relationship with management team.					
50	Teachers are satisfied with staff members' cooperation to work					
51	Teachers are satisfied with relationship of students					
52	Teachers are satisfied with relation of staff members.					
53	Teachers are satisfied with work relationship of supervisors					

Teachers' Job Satisfaction and Commitment

3. What do you say about your school environment for teachers'? (cooperation with staff, management team, student... etc.)

11. Items that focused on teachers' working condition in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
54	School is satisfied teachers' with creating clean, initiating and comfortable working area.					
55	Teachers' are satisfied with accessibility of transportation.					
56	Teachers would not like to be transferred to another school.					
57	Teachers' satisfies with participation in co-curricular activities in school.					
58	Teachers satisfies with supply of sufficient amount of material, tools for teaching learning process					
59	Teachers' interested to attend all the time in instructional class in the school.					
60	Student attitudes towards education in school are enhanced teachers' job satisfaction.					
61	Teachers are satisfied with refreshment material of within school (DSTV, Tennis,...)					

4. How do you rate the practice of transfer of teachers' within zone and woreda?

highly unfair. ☐ Unfair. ☐ Slightly fair ☐ Fair. ☐ highly fair ☐

5. What do you say about your work condition? (school facilities, attractiveness' etc.)

Teachers' Job Satisfaction and Commitment

6. What do you say about influence of residence (housing) challenges in your job satisfaction in your work environment?

Part III: teachers' commitment questioners.

Please, respond to all items given below by putting a tick (✓) in the appropriate space using the following scales: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

1. Items that focused on teachers' affective commitment in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items	1	2	3	4	5
1	Teaching profession is important to teachers' self-image.					
2	Teachers believe that school image is teachers' image.					
3	Teachers proud to be in their teaching profession.					
4	Teaching profession is a great deal of personal meaning for teachers.					
5	Teachers are emotionally attached to teaching.					
6	Teachers encourage each others to complete the task timely with full dedication and accuracy to increases productivity of school.					
7	Teachers do not mix their feeling, emotions and personal problems in the profession work.					

2. Items that focused on teachers' continuance commitment in the school are listed below; please show your position from the given alternatives.

Teachers' Job Satisfaction and Commitment

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items	1	2	3	4	5
8	Changing teaching profession now would be difficult for teachers.					
9	Too much of teachers' life would be disrupted if teachers' were to change their teaching profession now.					
10	For teachers' personally, the cost of leaving teaching would be far greater than the benefit.					
11	Teachers would not leave teaching right now because teachers' have a sense of obligation to teaching.					
12	Teachers will not change teaching if teachers' offered better working condition and safety in some other sector.					

3. Items that focused on teachers' normative commitment in the school are listed below; please show your position from the given alternatives.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items	1	2	3	4	5
13	Teachers' would feel guilty if they left teaching profession.					
14	Teachers are in teaching profession because of they are sense of loyalty to it.					
15	Teachers' a strong sense of belonging to teaching.					
16	Teachers dislike those who hamper the image of teaching.					

The relation between teachers' job satisfaction and their commitment are:

A/ very low B/ low C/ no relation D/ high E/ very high.

Teachers' Job Satisfaction and Commitment

Appendix C

Jimma University

Institute of Education and Professional Development Studies Department of Educational Planning and Management.

Interview guidelines for woreda education office teachers, principals, and supervisors development coordinators.

The main objective of this interview guideline is to collect extensive information about general secondary school teachers' job satisfaction. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex _____ Age _____

Current position _____ Service year _____

1. How do you feel about relation between teachers' job satisfaction and their commitment in their job?
2. How does the teachers' perceive job itself among general secondary school of Hadiya Zone?
3. How teachers' see current professional development or personal advancement in general secondary school?
4. How the practice of teachers' recognition in their job?
5. How do you feel about achievement of teachers' in their work?
6. How does teachers' practice their responsibility in the job?
7. The promotions of teachers are adequate with relation of their work in school?
8. What do you say about practice of policy and administration in the school?
9. How do you feel about the practices supervision in the generally secondary school?

Teachers' Job Satisfaction and Commitment

10. What do you say about work environments of general secondary school?
11. How teachers' salary and others incentives in relation to their effort?
12. How does work relation of teacher' in their job?
13. How the commitment of teachers' on the job? (affective commitment, continuance commitment, and normative commitment.)
14. What measure should be taken to improve teachers' job satisfaction and their commitment?

Teachers' Job Satisfaction and Commitment

Appendix D

Table which contains the demographic information of the respondents

Variable		Frequency	Percent (%)
Sex	Male	88	83.8
	Female	17	16.2
	Total	105	100
Age	25& below	23	21.9
	26 – 30	49	46.7
	31 – 35	16	15.2
	Above 36	17	16.2
	Total	105	100
Service year	Below 1 yr	5	4.8
	1-5	41	39.0
	6-10	35	33.3
	11-15	9	8.6
	16-20	10	9.5
	Above 21	5	4.8
	Total	105	100
Qualification	Diploma	2	1.9
	Degree	103	98.1
Location	Rural	51	48.6
	Urban	54	51.4
	Total	105	100

Teachers' Job Satisfaction and Commitment